

# LIBRARY GUIDELINES

## K-12 Library Foreword

We are excited to announce that the State Board of Education has unanimously adopted academic content standards in English language arts, mathematics, science, social studies, fine arts, foreign language and technology which will help in reforming Ohio's education system. Clear standards delineate what students should know and be able to do. These standards will be an integral component of an aligned system that will ensure no child is left behind.

Along with academic content standards, we have established library guidelines that represent a standards-based education approach to school library programs. The library guidelines are intended to be used as a strategy for assisting teachers with the implementation of Ohio's new academic content standards. The purpose of the library guidelines is to help teachers teach and students learn.

This enormous undertaking could not have occurred without the hard work and dedication of Ohio's educators, librarians and community members. The work on the library guidelines began with the seating of an advisory committee, drawn from members of Ohio's Leadership for School Libraries, which made preliminary decisions that guided the work of the writing teams. The Ohio School Library Committee served as the library guidelines writing team. A second writing team, consisting of school librarians who are dual-credentialed as librarians and as teachers in an academic content area, served as the library and academic content standards alignment writing team.

We especially want to extend our gratitude to all the men and women on the guidelines development teams who gave their time, energy and expertise to create these guidelines.

The people of Ohio played a key role in the development of the guidelines. The Office of Curriculum and Instruction at the Ohio Department of Education (ODE) facilitated the writing process and aggressively engaged the public in reviewing drafts of the guidelines throughout the development process. Many Ohioans commented on the library guidelines during the various stages of development. The suggestions were reviewed and incorporated, when appropriate, by the writing teams. We want to thank all the people who took the time to comment on the guidelines and participate in the development process.

The library guidelines identify essential services that school libraries provide to students and teachers which reinforce the goals of Ohio's academic content standards. The school librarian's role should be viewed as an educational partner in the teaching and learning process.

The library guidelines are an important component of Ohio's comprehensive educational system. The aligned system of standards, curricula and assessments



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will form the foundation for an accountability system that assists schools, school districts and the state in focusing resources on improving student achievement.



Jennifer L. Sheets  
*President*  
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Susan Tave Zelman  
*Superintendent of Public Instruction*  
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# LIBRARY GUIDELINES

# LIBRARY GUIDELINES

K-12 Library

## Overview



# LIBRARY GUIDELINES

## K-12 Library

The Ohio Department of Education's Office of Curriculum and Instruction has established guidelines for effective school library media programs. The new library guidelines represent a standards-based education (SBE) approach to school library programs.

The library guidelines identify benchmarks and indicators for effectively managing a school library media center, building a resource collection mapped to the curriculum, delivering literacy and library programming that foster a love of reading and defining the essential information literacy, technology literacy and media literacy skills instruction necessary to provide Ohio's students, kindergarten through grade 12, with high-quality school library media programs that reinforce Ohio's academic content standards.

The library guidelines express both programmatic guidelines, which identify the conditions necessary to establish quality library programs, and instructional guidelines, which define what students should know and be able to do as a result of an effective school library media program that is integrated into the school curriculum.

These seven guidelines represent programmatic and instructional guidelines:

### **Programmatic Guidelines (1-4):**

- Library Management
- Collection Development and Curriculum
- Literacy and Reading Support
- Library-based Technology

### **Instructional Guidelines (5-7):**

- Information Literacy
- Technology Literacy
- Media Literacy

While the instructional guidelines (5-7) appear in linear fashion, they represent a connected body of understandings and competencies rather than a list of discrete topics from which to choose. Concepts from the library guidelines should be embedded with content from other disciplines. Combining information literacy, technology literacy and media literacy instruction with the study of other disciplines, such as English language arts, foreign language, mathematics, science or social studies, helps reinforce the learning within each discipline. Integration of content from other disciplines supports state-assessed areas of the curriculum.



# LIBRARY GUIDELINES

## How to Read the Guidelines

The following terms and definitions are used in this document:

### **Programmatic Guidelines (1-4):**

- Guideline:** An overarching theme or goal. The guideline statement describes, in broad terms, the goals of the school library program and duties of the school librarian.
- Benchmark:** A specific statement that measures the progress toward meeting the programmatic benchmark.
- Grade-Level Indicator:** The indicators serve as checkpoints that monitor progress toward the benchmarks.

### **Instructional Guidelines (5-7):**

- Guideline:** An overarching theme or goal. The guideline statement describes, in broad terms, what students should know and be able to do as a result of a kindergarten through 12th-grade program.
- Benchmark:** A specific statement of what students should know and be able to do at a specific time in their schooling. Benchmarks measure students' progress toward meeting the guidelines. Library benchmarks fall at the end of grades two, five, eight and twelve.
- Grade-Level Indicator:** A specific statement of the knowledge and/or skills that students are expected to demonstrate at each grade level. These indicators serve as checkpoints that monitor progress toward the benchmarks.

# LIBRARY GUIDELINES

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The Library Team wishes to express their appreciation to the following Department staff members for their contributions to the development of the library guidelines: Pamela Hogans, Vicky Kelly and Jason Hanger in the Office of Curriculum and Instruction.

# LIBRARY GUIDELINES

## Ohio's Library Guidelines

### Library Management

**Effective school library media programs support the mission and continuous improvement plan of the school district.**

School library media program services support the evaluated needs of education stakeholders and are designed to impact student achievement. Library services are developed from research-based best practices and evaluated program data. Library program leadership is provided by credentialed school library media specialists.

### Collection Development and Curriculum

**Effective school library media programs support and enhance the curriculum and are an integral part of teaching and learning.**

The school library media program provides all students with up-to-date resource collections consisting of print, nonprint and electronic materials that are aligned with the local curriculum, support Ohio's academic content standards and are selected with input from education stakeholders. The school library media specialist collaboratively plans curriculum-based school library activities, instruction and assessment with the classroom teacher.

### Literacy and Reading Support

**Effective school library media programs promote and encourage reading for academic achievement, lifelong learning and leisure pursuits.**

School library media programs offer reading enrichment programming through participation in national and state reading celebrations and initiatives. The school library media specialist collaboratively plans reading activities with classroom teachers. School library media staff read to students, promote literature, reinforce reading skills and encourage independent reading for personal enjoyment.

### Library-based Technology

**Effective school library media programs provide, integrate and utilize a technology rich environment to support teaching and learning.**

Expanded access to information is achieved by providing cutting-edge technologies that enable the school library media center to function as a virtual gateway to information. Technology is used to acquire, organize, produce and disseminate information. Assistive technologies equalize access to information for all students. The school library media specialist provides leadership to students and staff in the use of the Internet, electronic resources and other library-based technologies.



# LIBRARY GUIDELINES

## **Information Literacy**

**Effective school library media programs provide information literacy skills instruction.**

Information literacy is the ability to locate, process, evaluate and utilize information. School library media programs provide information resources in a variety of formats and readability levels. The school library media specialist teaches students how to access, use and evaluate information resources efficiently and ethically based on academic or personal need. This instruction should be correlated to specific academic content standards and taught as an integrated process.

## **Technology Literacy**

**Effective school library media programs provide technology literacy skills instruction in the use of library-based technologies.**

Technology literacy skills include the appropriate and ethical use of technology for information access, retrieval, production and dissemination via electronic resource networks and the Internet.

## **Media Literacy**

**Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.**

Media literacy encompasses the use of communication competencies and critical thinking skills, including the ability to access, interpret, evaluate and communicate information delivered in a variety of medium formats. Media-based resources include print and nonprint materials that use image, text, language, sound and motion to convey informational communications and messages.

# LIBRARY GUIDELINES

## Information Literacy Standards for Student Learning

American Association of School Librarians (AASL) and  
Association for Educational Communications and Technology (AECT). 1998.

### Information Literacy

Standard 1: The student who is information literate accesses information efficiently and effectively.

Standard 2: The student who is information literate evaluates information critically and competently.

Standard 3: The student who is information literate uses information accurately and creatively.

### Independent Learning

Standard 4: The student who is an independent learner is information literate and pursues information related to personal interests.

Standard 5: The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.

Standard 6: The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

### Social Responsibility

Standard 7: The student who contributes positively to the learning community and to society is information literate and recognizes the importance of information to a democratic society.

Standard 8: The student who contributes positively to the learning community and to society is information literate and practices ethical behavior in regard to information and information technology.

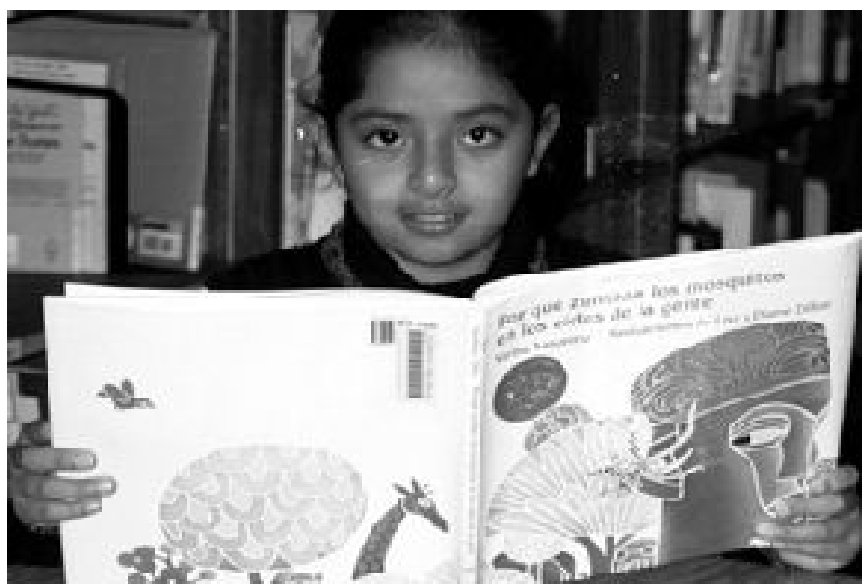
Standard 9: The student who contributes positively to the learning community and to society is information literate and participates effectively in groups to pursue and generate information.

# LIBRARY GUIDELINES

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K-12 Library

## Philosophy and Guiding Principles



# LIBRARY GUIDELINES



## Philosophy and Guiding Principles

Ohio's Guidelines for Effective School Library Media Programs are the basis for effectively managing a school library media center, building a resource collection that is mapped to the curriculum, delivering literacy and library programming that foster a love of reading and defining the essential information literacy, technology literacy, and media literacy skills instruction necessary to provide Ohio's students, kindergarten through grade 12, with high-quality school library media programs that reinforce Ohio's academic content standards.

### Philosophy of Ohio's Guidelines for Effective School Library Media Programs:

The mission of the library media program is to ensure that students and staff are effective users of ideas and information. This mission is accomplished by:

- Providing intellectual and physical access to materials in all formats;
- Providing instruction to foster competence and stimulate interest in reading, viewing and using information and ideas;
- Working with other educators to design learning strategies to meet the needs of individual students. *Information Power: Guidelines for School Library Media Programs (1988), p. 1.*

### Assumptions for Ohio's Library Guidelines

Ohio's Guidelines for Effective School Library Media Programs:

- Support/respect access to school library programs for **all** students;
- Establish the school librarian as an instructional partner in the educational process;
- Reinforce Ohio's academic content standards;
- Guide the development of district school library programs for kindergarten through grade 12 and courses of study;
- Correlate school library program activities with classroom instruction;
- Integrate the use of technology for information acquisition, evaluation, interpretation and dissemination;
- Align with national library standards;
- Represent information literacy knowledge, including technology and media literacy skills, conceptual learning and skill development, needed to make successful transitions through grades kindergarten through 12 to post-secondary education, the workplace and civic/daily life and to support lifelong learning.



# LIBRARY GUIDELINES

## Library Programs for All

The Ohio Department of Education believes that Ohio's academic content standards reinforced by Ohio's library guidelines are for all students. Clearly defined standards delineate what all children, college and career-bound, should know and be able to do as they progress through the grade-levels. Standards ensure that parents, teachers and administrators are able to monitor student achievement. Students, as stakeholders in their own learning, will be capable of tracking their own learning.

No individual or group should be excluded from the opportunity to learn, and all students are presumed capable of learning. Every Ohio student, regardless of race, gender, ethnicity, socioeconomic status, limited English proficiency, disability or giftedness, shall have access to a challenging, standards-based curriculum.

The knowledge and skills defined in Ohio's academic content standards are within the reach of all students. Students, however, develop at different rates. All children learn and experience success given time and opportunity, but the degree to which the standards are met and the time it takes to reach the standards, will vary from student to student.

Students with disabilities shall have Individualized Education Programs (IEPs) aligned with the standards. Students with disabilities are, first and foremost, students of the general curriculum, yet may require specific supports and/or services to progress in the curriculum. These supports and services are not intended to compromise the content standards. Rather, they allow students with disabilities the opportunity to maximize their strengths, and participate and progress in the standards-based curriculum.

Students who can exceed the grade-level indicators and benchmarks set forth in the standards must be afforded the opportunity and be encouraged to do so. Students who are gifted may require special services or activities to fully develop their intellectual, creative, artistic and academic capabilities or excel in a specific content area. Again, the point of departure is the standards-based curriculum.

Students with limited English proficiency (LEP) also may need specific supports and adaptive instructional delivery to achieve Ohio's academic content standards. An instructional delivery plan for a student with LEP must take into account the student's level of English language proficiency, as well as his or her cultural experiences.

All children should be provided adjustments, when necessary, to address their individual needs. Identifying and nurturing the talents of all students will help all children reach the standards.



# LIBRARY GUIDELINES

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## Structure and Format



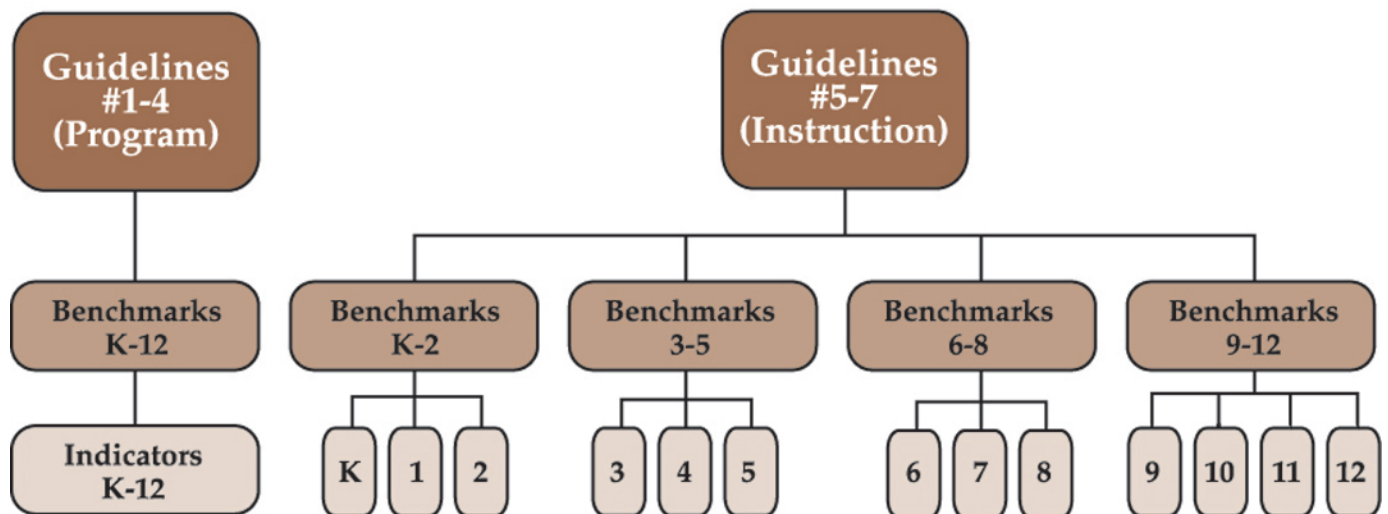
# LIBRARY GUIDELINES

## Library Guidelines Framework

### Understanding the Library Guidelines

**Guidelines 1-4: Program Guidelines**

**Guidelines 5-7: Instructional Guidelines**



#### Library Guidelines

- Programmatic guidelines one, two, three and four describe goals of the school library program.
- Instructional guidelines five, six and seven describe what all students should know and be able to do.

#### Benchmarks

- Key checkpoints that monitor progress toward library guidelines.
- Instructional guidelines five, six and seven are identified by grade-level bands (K-2, 3-5, 6-8, and 9-12).

#### Grade-Level Indicators

- Checkpoints that monitor progress toward the benchmarks.
- Instructional guidelines five, six and seven identify what all students should know and be able to do at each grade-level (K-12).

# LIBRARY GUIDELINES

## How to Read the Benchmarks by Guideline Alignment

The benchmarks are key checkpoints that monitor progress toward meeting the library guidelines. Benchmarks are organized by guideline. Readers will see a guideline and narrative first, followed by the benchmarks that are aligned with that guideline.

The diagram illustrates the layout of the Library Guidelines document. It features a main title "LIBRARY GUIDELINES" at the top, followed by a section titled "Benchmarks". Below this, the document is organized into columns and rows. The first column contains the "Guideline" and "Narrative" sections. The second column contains the "Benchmark" section, which is further divided into "Grade Band" and "Librarian Notes".

**LIBRARY GUIDELINES**

**Benchmarks**

**Information Literacy**  
Effective school library media centers provide information literacy skills instruction.

**Guideline**

Information literacy is the ability to identify, evaluate and utilize information. School library media programs provide information resources of formats and readability levels. The school library media specialist teaches students how to access, use and evaluate information resources efficiently and ethically based on academic or personal need. This instruction should be correlated to specific academic standards and taught as an integrated process.

**Narrative**

**Benchmark**

By the end of the K-2 program:

**Grade Band**

A. Locate the school library media center, recognize library staff members, and participate in library activities.

B. Recognize that the school library media center has a variety of books and materials which may be used and borrowed and understand the importance of proper care of these materials.

C. Understand that library books and materials are housed in specific areas of the library media center.

D. Read and listen to stories for schoolwork and personal enjoyment.

E. Understand what information is and use a process to find information.

**Benchmark**

B. Understand that school library books and materials are organized in a system and system to locate items.

C. Explore and use various forms of literature for school and personal enjoyment.

D. Determine the purpose of information and form information into a plan, and use information for purpose.

E. Apply a research process to decide if information is needed, find sources, information, and check sources.

**Librarian Notes**

Notes:



# LIBRARY GUIDELINES

## How to Read the Benchmarks by Grade Band Alignment

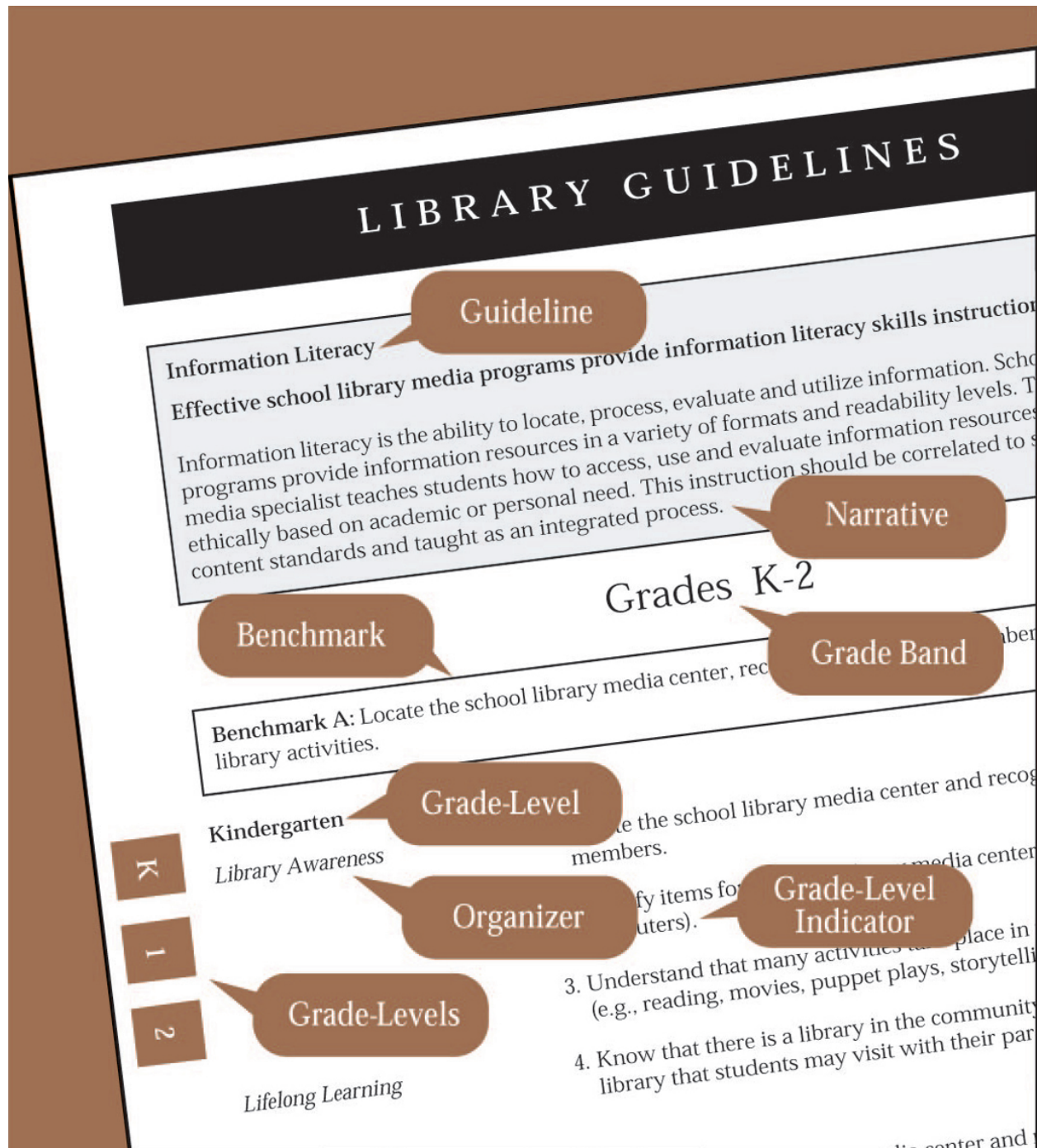
The benchmarks for guidelines five, six and seven are key checkpoints that monitor student progress toward meeting the library guidelines. Benchmarks are organized by grade-level. Readers will see the grade band first, followed by the guidelines and aligned benchmarks for that grade band.

LIBRARY GUIDELINES			
Library Benchmarks			
By the end of the K-2 program:			
Grade-Levels	Information Literacy	Technology Literacy	Grade Band
K	<p>A. Locate the school library media center, recognize library staff members, and participate in library activities.</p> <p>B. Recognize that the school library media center has a variety of books and materials which may be used and borrowed and understand the importance of proper care of these materials.</p> <p>C. Understand that library books and materials are housed in specific areas of the library media center.</p> <p>D. Read and listen to stories for schoolwork and personal enjoyment.</p> <p>E. Understand what information is and use a process to find information.</p>	<p>A. Understand that school library materials may be provided in electronic formats that are organized in a system and that access to the system may be provided electronically.</p> <p>B. Apply basic Internet browser and navigation skills to search for information on the Internet.</p>	<p>A. Explore the use of media centers and message delivery systems for personal and professional purposes.</p> <p>B. Distinguish between a variety of communication methods to create and communicate personal and professional purposes.</p>
1			
2			
Notes:			

# LIBRARY GUIDELINES

## How to Read the Benchmarks and Indicators by Guideline Alignment

This section of the document is organized by guideline. Each guideline is followed by a grade band. The benchmarks that monitor progress are next, followed by the supporting indicators for that guideline.

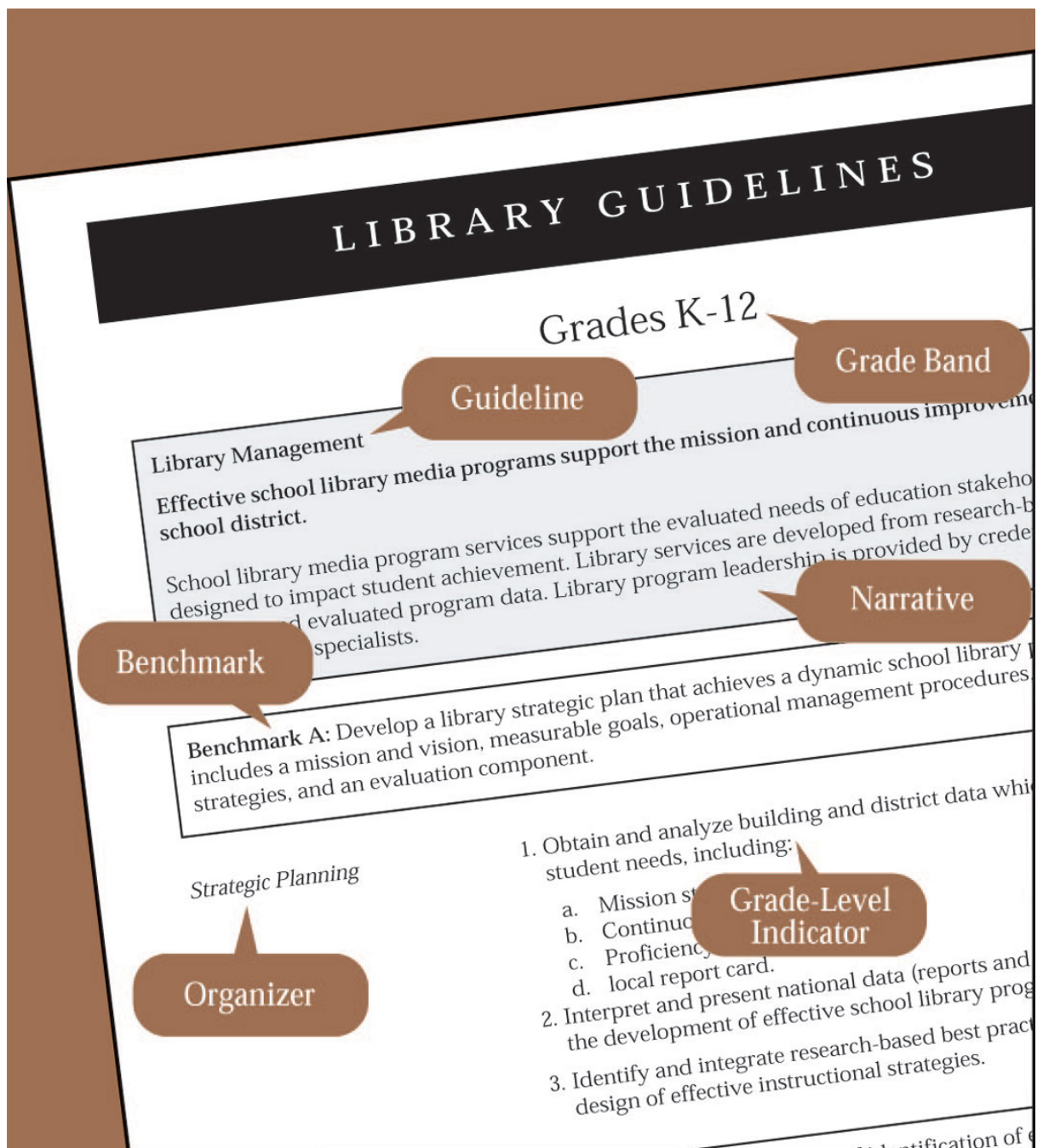




# LIBRARY GUIDELINES

## How to Read the Benchmarks and Indicators by Grade Band Alignment

The Alignment of Benchmarks and Indicators by Grade Band section of the document is organized by grade band. Readers will view the grade band then the guidelines, benchmarks and grade-level indicators for the grade band.



# LIBRARY GUIDELINES

K-12 Library

## Benchmarks by Guideline



# LIBRARY GUIDELINES

## Benchmarks

### Library Management

**Effective school library media programs support the mission and continuous improvement plan of the school district.**

School library media program services support the evaluated needs of education stakeholders and are designed to impact student achievement. Library services are developed from research-based best practices and evaluated program data. Library program leadership is provided by credentialed school library media specialists.

By the end of the K-12 program:
<ul style="list-style-type: none"><li>A. Develop a library strategic plan that achieves a dynamic school library program and includes a mission and vision, measurable goals, operational management procedures, instructional strategies and an evaluation component.</li><li>B. Engage education stakeholders in the process of identification of essential school library services.</li><li>C. Utilize a research-based process, in collaboration with teachers, to integrate the library program with academic content standards and the district curriculum.</li><li>D. Provide a structured management process for school library program administration.</li><li>E. Maintain a library program that is accessible by ALL students and staff when needed, all day, every day.</li><li>F. Define the role of the district school library supervisor, the credentialed/licensed school library media specialist and the classified school library paraprofessional and/or library clerk.</li><li>G. Use effective communication strategies to publicize the school library media program to students, faculty, administrators, parents and community members.</li></ul>



**Notes:**

# LIBRARY GUIDELINES

## Benchmarks

### Collection Development and Curriculum

**Effective school library media programs support and enhance the curriculum and are an integral part of teaching and learning.**

The school library media program provides all students with up-to-date resource collections consisting of print, nonprint and electronic materials that are aligned with the local curriculum, support Ohio's academic content standards and are selected with input from education stakeholders. The school library media specialist collaboratively plans curriculum-based school library activities, instruction and assessment with the classroom teacher.

By the end of the K-12 program:
<p>A. Establish a collection development plan which identifies policies and procedures for the selection, evaluation, acquisition and maintenance of materials to be included in a high-quality school library collection.</p> <p>B. Provide access to resources located within and outside the walls of the school building (local, state and regional networks).</p> <p>C. Provide procedures for reconsideration of materials.</p> <p>D. Provide leadership and assistance to faculty in the area of instructional design, collection evaluation, library-based technologies, and acquisition and utilization of curriculum-based school library resources.</p>



**Notes:**

# LIBRARY GUIDELINES

## Benchmarks

### Literacy and Reading Support

**Effective school library media programs promote and encourage reading for academic achievement, lifelong learning and leisure pursuits.**

School library media programs offer reading enrichment programming through participation in national and state reading celebrations and initiatives. The school library media specialist collaboratively plans reading activities with classroom teachers. School library media staff read to students, promote literature, reinforce reading skills and encourage independent reading for personal enjoyment.

By the end of the K-12 program:
A. Provide students with age-appropriate fiction and nonfiction reading material and assist in the location and selection of reading materials based on student reading level, interests and information needs.
B. Read to students.
C. Tell stories and facilitate multidisciplinary reading experiences.
D. Provide readers advisory services.
E. Participate in state and national reading activities such as Children's Book Week, Teen Read Week, National Library Week, School Library Month, Right to Read Week.
F. Facilitate linkages to reading activities, such as after school programs, public library reading clubs, summer reading programs and other literacy initiatives.
G. Provide time for sustained silent reading.
H. Share multicultural children's books in culturally conscious ways.
I. Assist teachers in choosing high-quality literature to supplement and enrich their curricular studies.



**Notes:**

# LIBRARY GUIDELINES

## Benchmarks

### Library-based Technology

**Effective school library media programs provide, integrate and utilize a technology rich environment to support teaching and learning.**

Expanded access to information is achieved by providing cutting-edge technologies that enable the school library media center to function as a virtual gateway to information. Technology is used to acquire, organize, produce and disseminate information. Assistive technologies equalize access to information for all students. The school library media specialist provides leadership to students and staff in the use of the Internet, electronic resources and other library-based technologies.

By the end of the K-12 program:
A. Provide, integrate and utilize online public access catalogs (OPACs) to locate and circulate school library materials. B. Provide networked computers for staff and student use. C. Demonstrate effective usage of library-based technologies, including the Internet and other electronic resources for teaching and learning. D. Develop a virtual school library presence that students may access remotely. E. Provide assistive technologies to make all library services accessible to staff and students with disabilities. F. Practice and communicate ethical and responsible use of library-based technologies.



**Notes:**

# LIBRARY GUIDELINES

## Benchmarks

### Information Literacy

**Effective school library media programs provide information literacy skills instruction.**

Information literacy is the ability to locate, process, evaluate and utilize information. School library media programs provide information resources in a variety of formats and readability levels. The school library media specialist teaches students how to access, use and evaluate information resources efficiently and ethically based on academic or personal need. This instruction should be correlated to specific academic content standards and taught as an integrated process.

By the end of the K-2 program:	By the end of the 3-5 program:
<ul style="list-style-type: none"><li>A. Locate the school library media center, recognize library staff members and participate in library activities.</li><li>B. Recognize that the school library media center has a variety of books and materials that may be used and borrowed, and understand the importance of proper care of these materials.</li><li>C. Understand that library books and materials are housed in specific areas of the library media center.</li><li>D. Read and listen to stories for schoolwork and personal enjoyment.</li><li>E. Understand what information is and use a process to find information.</li></ul>	<ul style="list-style-type: none"><li>A. Access the library media center facility, staff and resources whenever an academic or personal information need arises, and demonstrate appropriate use of library materials.</li><li>B. Understand that school library books and materials are organized in a system, and use the system to locate items.</li><li>C. Explore and use various forms of literature for schoolwork and personal enjoyment.</li><li>D. Describe types of information including facts, opinions, primary/secondary sources; and formats of information including number, text, sound, visual, multimedia; and use information for a purpose.</li><li>E. Apply a research process to decide what information is needed, find sources, use information and check sources.</li></ul>

**Notes:**



# LIBRARY GUIDELINES

By the end of the 6-8 program:	By the end of the 9-12 program:
<p>A. Understand the function of the school library media center, recognize other types of libraries, and use a variety of libraries to meet informational and personal needs.</p> <p>B. Identify information needs, select school library media books and materials in a variety of formats, and demonstrate responsible use and ethical behavior when using library media materials.</p> <p>C. Select literature by genre based on need and personal enjoyment.</p> <p>D. Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources.</p> <p>E. Conduct research and follow a research process model that includes the following: develop essential question; identify resources; select, use and analyze information; synthesize and generate a product; and evaluate both process and product.</p>	<p>A. Investigate information through independent discovery, peer collaboration, and inquiry learning; read a variety of literary material for academic need, personal interest and lifelong learning; and practice responsible usage and ethical behavior when using library media center materials.</p> <p>B. Determine and apply an evaluative process to all information sources chosen for a project.</p> <p>C. Apply a research process model to conduct research and meet information needs.</p>

**Notes:**

# LIBRARY GUIDELINES

## Benchmarks

### Technology Literacy

**Effective school library media programs provide technology literacy skills instruction in the use of library-based technologies.**

Technology literacy skills include the appropriate and ethical use of technology for information access, retrieval, production and dissemination via electronic resource networks and the Internet.

By the end of the K-2 program:	By the end of the 3-5 program:
<ul style="list-style-type: none"><li>A. Understand that school library materials may be provided in electronic formats that are organized in a system and that access to the system may be provided electronically.</li><li>B. Apply basic Internet browser and navigation skills to search for information on the Internet.</li></ul>	<ul style="list-style-type: none"><li>A. Use the online public access catalog to locate school library materials for classroom assignments and personal interests.</li><li>B. Use the Internet to find, use and evaluate information.</li><li>C. Understand how to access technology-based school library materials, including library networks and electronic resources, for research.</li></ul>

**Notes:**

# LIBRARY GUIDELINES

By the end of the 6-8 program:	By the end of the 9-12 program:
<ul style="list-style-type: none"><li>A. Use the online public access catalog to locate school library materials for classroom assignments and personal interests.</li><li>B. Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources.</li><li>C. Select, access and use appropriate electronic resources for a defined information need.</li></ul>	<ul style="list-style-type: none"><li>A. Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.</li><li>B. Evaluate choices of electronic resources and determine their strengths and limitations.</li><li>C. Utilize the Internet for research, classroom assignments and appropriate personal interests.</li></ul>

**Notes:**

# LIBRARY GUIDELINES

## Benchmarks

### Media Literacy

**Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.**

Media literacy encompasses the use of communication competencies and critical thinking skills, including the ability to access, interpret, evaluate and communicate information delivered in a variety of medium formats. Media-based resources include print and nonprint materials that use image, text, language, sound and motion to convey informational communications and messages.

By the end of the K-2 program:	By the end of the 3-5 program:
<p>A. Explore the intended effect of media communications and messages when delivered and received for personal and various other purposes.</p> <p>B. Distinguish between a variety of elements used to create and construct media communications for personal and various other purposes.</p>	<p>A. Explain the intended effect of media communications and messages when delivered and received by various audiences and for various purposes.</p> <p>B. Examine a variety of elements and components used to create and construct media communications for various audiences and for various purposes.</p>

**Notes:**

# LIBRARY GUIDELINES

By the end of the 6-8 program:	By the end of the 9-12 program:
<p>A. Comprehend that media communications deliver information and messages to a specific audience for a specific purpose, and analyze the intended impact of media communications and messages when delivered and received by a specific audience.</p> <p>B. Analyze various combinations of media components and production techniques used to create and construct media communications for specific audiences and purposes.</p>	<p>A. Comprehend that media communications deliver information and messages that regard social, political, economical, aesthetic and ethical issues.</p> <p>B. Evaluate various media practices used to contribute to the effectiveness of media communications and their impact on social, political, economical and ethical issues.</p> <p>C. Critique and evaluate the intended impact of media communications and messages when delivered and received by society as a whole.</p>

**Notes:**

# LIBRARY GUIDELINES

# LIBRARY GUIDELINES

K-12 Library

## Benchmarks by Grade Band



# LIBRARY GUIDELINES

## Library Benchmarks

By the end of the K-12 program:

Library Management	Collection Development and Curriculum
<ul style="list-style-type: none"><li>A. Develop a library strategic plan that achieves a dynamic school library program and includes a mission and vision, measurable goals, operational management procedures, instructional strategies and an evaluation component.</li><li>B. Engage education stakeholders in the process of identification of essential school library services.</li><li>C. Utilize a research-based process, in collaboration with teachers, to integrate the library program with academic content standards and the district curriculum.</li><li>D. Provide a structured management process for school library program administration.</li><li>E. Maintain a library program that is accessible by ALL students and staff when needed, all day, every day.</li><li>F. Define the role of the district school library supervisor, the credentialed/licensed school library media specialist and the classified school library paraprofessional and/or library clerk.</li><li>G. Use effective communication strategies to publicize the school library media program to students, faculty, administrators, parents and community members.</li></ul>	<ul style="list-style-type: none"><li>A. Establish a collection development plan which identifies policies and procedures for the selection, evaluation, acquisition and maintenance of materials to be included in a high-quality school library collection.</li><li>B. Provide access to resources located within and outside the walls of the school building (local, state and regional networks).</li><li>C. Provide procedures for reconsideration of materials.</li><li>D. Provide leadership and assistance to faculty in the area of instructional design, collection evaluation, library-based technologies, and acquisition and utilization of curriculum-based school library resources.</li></ul>

**Notes:**



# LIBRARY GUIDELINES

## Library Benchmarks

By the end of the K-12 program:

Literacy and Reading Support	Library-based Technology
<ul style="list-style-type: none"><li>A. Provide students with age-appropriate fiction and nonfiction reading material and assist in the location and selection of reading materials based on student reading level, interests and information needs.</li><li>B. Read to students.</li><li>C. Tell stories and facilitate multidisciplinary reading experiences.</li><li>D. Provide readers advisory services.</li><li>E. Participate in state and national reading activities such as Children's Book Week, Teen Read Week, National Library Week, School Library Month, Right to Read Week.</li><li>F. Facilitate linkages to reading activities, such as after school programs, public library reading clubs, summer reading programs and other literacy initiatives.</li><li>G. Provide time for sustained silent reading.</li><li>H. Share multicultural children's books in culturally conscious ways.</li><li>I. Assist teachers in choosing high-quality literature to supplement and enrich their curricular studies.</li></ul>	<ul style="list-style-type: none"><li>A. Provide, integrate and utilize online public access catalogs (OPACs) to locate and circulate school library materials.</li><li>B. Provide networked computers for staff and student use.</li><li>C. Demonstrate effective usage of library-based technologies, including the Internet and other electronic resources for teaching and learning.</li><li>D. Develop a virtual school library presence that students may access remotely.</li><li>E. Provide assistive technologies to make all library services accessible to staff and students with disabilities.</li><li>F. Practice and communicate ethical and responsible use of library-based technologies.</li></ul>

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# LIBRARY GUIDELINES

## Library Benchmarks

By the end of the K-2 program:

Information Literacy	Technology Literacy	Media Literacy
<ul style="list-style-type: none"><li>A. Locate the school library media center, recognize library staff members and participate in library activities.</li><li>B. Recognize that the school library media center has a variety of books and materials that may be used and borrowed, and understand the importance of proper care of these materials.</li><li>C. Understand that library books and materials are housed in specific areas of the library media center.</li><li>D. Read and listen to stories for schoolwork and personal enjoyment.</li><li>E. Understand what information is and use a process to find information.</li></ul>	<ul style="list-style-type: none"><li>A. Understand that school library materials may be provided in electronic formats that are organized in a system and that access to the system may be provided electronically.</li><li>B. Apply basic Internet browser and navigation skills to search for information on the Internet.</li></ul>	<ul style="list-style-type: none"><li>A. Explore the intended effect of media communications and messages when delivered and received for personal and various other purposes.</li><li>B. Distinguish between a variety of elements used to create and construct media communications for personal and various other purposes.</li></ul>

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## Library Benchmarks

By the end of the 3-5 program:

Information Literacy	Technology Literacy	Media Literacy
<p>A. Access the library media center facility, staff and resources whenever an academic or personal information need arises, and demonstrate appropriate use of library materials.</p> <p>B. Understand that school library books and materials are organized in a system, and use the system to locate items.</p> <p>C. Explore and use various forms of literature for schoolwork and personal enjoyment.</p> <p>D. Describe types of information including facts, opinions, primary/secondary sources; and formats of information including number, text, sound, visual, multimedia; and use information for a purpose.</p> <p>E. Apply a research process to decide what information is needed, find sources, use information and check sources.</p>	<p>A. Use the online public access catalog to locate school library materials for classroom assignments and personal interests.</p> <p>B. Use the Internet to find, use and evaluate information.</p> <p>C. Understand how to access technology-based school library materials, including library networks and electronic resources, for research.</p>	<p>A. Explain the intended effect of media communications and messages when delivered and received by various audiences and for various purposes.</p> <p>B. Examine a variety of elements and components used to create and construct media communications for various audiences and for various purposes.</p>

**Notes:**

# LIBRARY GUIDELINES

## Library Benchmarks

By the end of the 6-8 program:

Information Literacy	Technology Literacy	Media Literacy
<p>A. Understand the function of the school library media center, recognize other types of libraries, and use a variety of libraries to meet informational and personal needs.</p> <p>B. Identify information needs, select school library media books and materials in a variety of formats, and demonstrate responsible use and ethical behavior when using library media materials.</p> <p>C. Select literature by genre based on need and personal enjoyment.</p> <p>D. Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources.</p> <p>E. Conduct research and follow a research process model that includes the following: develop essential question; identify resources; select, use and analyze information; synthesize and generate a product; and evaluate both process and product.</p>	<p>A. Use the online public access catalog to locate school library materials for classroom assignments and personal interests.</p> <p>B. Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources.</p> <p>C. Select, access and use appropriate electronic resources for a defined information need.</p>	<p>A. Comprehend that media communications deliver information and messages to a specific audience for a specific purpose, and analyze the intended impact of media communications and messages when delivered and received by a specific audience.</p> <p>B. Analyze various combinations of media components and production techniques used to create and construct media communications for specific audiences and purposes.</p>

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## Library Benchmarks

By the end of the 9-12 program:

Information Literacy	Technology Literacy	Media Literacy
<p>A. Investigate information through independent discovery, peer collaboration, and inquiry learning; read a variety of literary material for academic need, personal interest and lifelong learning; and practice responsible usage and ethical behavior when using library media center materials.</p> <p>B. Determine and apply an evaluative process to all information sources chosen for a project.</p> <p>C. Apply a research process model to conduct research and meet information needs.</p>	<p>A. Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.</p> <p>B. Evaluate choices of electronic resources and determine their strengths and limitations.</p> <p>C. Utilize the Internet for research, classroom assignments and appropriate personal interests.</p>	<p>A. Comprehend that media communications deliver information and messages that regard social, political, economical, aesthetic and ethical issues.</p> <p>B. Evaluate various media practices used to contribute to the effectiveness of media communications and their impact on social, political, economical and ethical issues.</p> <p>C. Critique and evaluate the intended impact of media communications and messages when delivered and received by society as a whole.</p>

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# LIBRARY GUIDELINES

K-12 Library

# Alignment of Benchmarks and Indicators by Guideline



# LIBRARY GUIDELINES

## Library Management

**Effective school library media programs support the mission and continuous improvement plan of the school district.**

School library media program services support the evaluated needs of education stakeholders and are designed to impact student achievement. Library services are developed from research-based best practices and evaluated program data. Library program leadership is provided by credentialed school library media specialists.

## Grades K-12

**Benchmark A:** Develop a library strategic plan that achieves a dynamic school library program and includes a mission and vision, measurable goals, operational management procedures, instructional strategies and an evaluation component.

### *Strategic Planning*

1. Obtain and analyze building and district data that conceptualizes student needs, including:
  - a. Mission statement;
  - b. Continuous improvement plan;
  - c. Proficiency results;
  - d. Local report card.
2. Interpret and present national data (reports and studies) which inform the development of effective school library programs.
3. Identify and integrate research-based best practices which facilitate the design of effective instructional strategies.

**Benchmark B:** Engage education stakeholders in the process of identification of essential school library services.

### *Stakeholder Engagement*

1. Involve district administration in the identification of school library program services (e.g., library supervisor, curriculum director, technology director, superintendent, school board members, building principal).
2. Form a school library advisory committee at the building level whose membership consists of a variety of education stakeholders



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(e.g., principal, teachers, students, parents, community members, librarians).

3. Analyze library program needs identified by the library advisory committee and solicit feedback from library stakeholders (e.g., collect feedback via forums, focus groups, surveys, comment cards).

**Benchmark C:** Utilize a research-based process, in collaboration with teachers, to integrate the library program with academic content standards and the district curriculum.

## *Program Management*

1. Provide library skills instruction which is integrated across the curriculum in the following areas:
  - a. Information literacy;
  - b. Technology literacy;
  - c. Media literacy.
2. Collaborate with teachers to integrate library services and resources throughout the curriculum:
  - a. Develop curriculum linkages between the library guidelines and the academic content standards;
  - b. Facilitate the identification of resources used to implement the academic content standards including primary and secondary sources;
  - c. Participate in building/district instructional initiatives.
3. Collaborate with teachers to assess student learning.
4. Assess the progress of and collect data on all library instructional activities.

**Benchmark D:** Provide a structured management process for school library program administration.

## *Program Management*

1. Develop and document policies that guide the delivery of school library program services:
  - a. Library program management;
  - b. Budgetary procedures;
  - c. Collection development plan;
  - d. Selection and acquisition policy;
  - e. Acceptable Usage Policy (AUP);
  - f. Reconsideration policy;
  - g. Library usage strategies;

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- h. Copyright and fair use policy;
  - i. Equipment operation and safety compliance.
- 2. Establish procedures to enable the efficient accomplishment of administrative tasks (e.g., material procurement, fines/fees, inventory control).
- 3. Collect and analyze data from school library services and use data to improve the library program (e.g., circulation statistics, facility usage statistics, expenditures, curricular area requests).

**Benchmark E:** Maintain a library program that is accessible by ALL students and staff when needed, all day, every day.

- 1. Establish library hours of operation that ensure that all students have access to the school library media center.
- 2. Develop a virtual presence for the school library.

**Benchmark F:** Define the role of the district school library supervisor, the credentialed/licensed school library media specialist and the classified school library paraprofessional and/or library clerk.

## *Staff Roles*

- 1. Create or contribute to the development of job descriptions for credentialed and classified district and school library staff.
- 2. Utilize appropriate evaluation tools for credentialed and classified school library staff.
- 3. Participate in district mentoring activities and develop activities to assist with the mentoring of new library staff members.
- 4. Develop individual professional development plans within district guidelines for all library staff members.
- 5. Identify and participate in library-oriented professional development activities.

# LIBRARY GUIDELINES

**Benchmark G:** Use effective communication strategies to publicize the school library media program to students, faculty, administrators, parents and community members.

*Stakeholder Focus*

- 1. Publicize school library activities.
- 2. Announce new materials and services to library stakeholders.
- 3. Present reports to building and district administration.
- 4. Communicate school library activities to parents and community members.
- 5. Utilize data-driven decision making to evaluate results of communication strategies.

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# LIBRARY GUIDELINES

## Collection Development and Curriculum

**Effective school library media programs support and enhance the curriculum and are an integral part of teaching and learning.**

The school library media program provides all students with up-to-date resource collections consisting of print, nonprint and electronic materials that are aligned with the local curriculum, support Ohio's academic content standards and are selected with input from education stakeholders. The school library media specialist collaboratively plans curriculum-based school library activities, instruction and assessment with the classroom teacher.

## Grades K-12

**Benchmark A:** Establish a collection development plan which identifies policies and procedures for the selection, evaluation, acquisition and maintenance of materials to be included in a high-quality school library collection.

### *Collection Development*

1. Include education stakeholders in the collection development planning process (e.g., administrators, teachers, students, parents and community members).
2. Analyze the school Continuous Improvement Plan (CIP), mission statement, and instructional goals in order to assess curricular and personal information needs of students and teachers.
3. Conduct a needs assessment to identify strengths and weaknesses in the existing library collection, and create a collection development plan that identifies materials needed to support the local curriculum and academic content standards.
4. Provide a collection that meets the personal needs of students (e.g., consider curricular needs, student interest, formats for students with disabilities).
5. Identify criteria for the evaluation of materials (e.g., consider alignment with curriculum and academic content standards, literary quality, currency /copyright date, accuracy, reading level, appropriateness of material presented, bias, appeal, value, quality and format of the material).
6. Develop an acquisition policy that describes how library materials are acquired for the collection. (e.g., describe the process for obtaining materials).

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7. Describe guidelines for purchasing materials (e.g., budgeting, requisition, purchasing, receiving, paying).
8. Design a collection maintenance program to keep the collection current, including procedures for:
  - a. Inventory of materials;
  - b. Replacement of worn or damaged material;
  - c. Weeding inaccurate or outdated material;
  - d. Relocating and/or appropriate storage of material;
  - e. Repairing damaged material.
9. Establish procedures for both quantitative and qualitative evaluation of the collection (e.g., quantitative-collection value, collection age, curriculum alignment; qualitative - collection meets the needs of students and teachers).
10. Provide materials in a variety of formats (e.g., print, multimedia, multisensory, tactile, auditory, electronic).
11. Provide a collection that reflects the needs of students who learn at various rates and have different learning styles.

**Benchmark B:** Provide access to resources located within and outside the walls of the school building (local, state and regional networks).

1. Promote the use of state-provided electronic resources and select additional resources to support the curriculum.
2. Develop a library Web page in order to provide 24/7 access to school library materials and includes links to:
  - a. Online Public Access Catalog (OPAC);
  - b. School, district, and state electronic resources;
  - c. Evaluated Web sites that support the local curriculum.

**Benchmark C:** Provide procedures for reconsideration of materials.

## *Material Reconsideration*

1. List specific steps to be taken when materials are challenged (e.g., include the use of a written reconsideration form, identify whether the entire work is being challenged or only portions, determine if the complete work was read/viewed, or only excerpts, by the person submitting the challenge).

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2. Establish guidelines for composition of a reconsideration committee and create a standing committee that reviews all challenged material, supplement the standing committee with appropriate curriculum designees based on the academic content area of the challenge (e.g., administrator, library media specialist, teacher, higher education faculty, student, parent, community member).
3. Develop guidelines for the reconsideration committee members to use as they review the challenged material (e.g., the reconsideration committee should be required to read or view the entire work).
3. Determine how the reconsideration committee will submit findings and or recommendations to the administration and/or school board for final reconsideration decision.

**Benchmark D:** Provide leadership and assistance to faculty in the area of instructional design, collection evaluation, library-based technologies, and acquisition and utilization of curriculum-based school library resources.

## *Collaboration*

1. Demonstrate sound instructional design principles in the delivery of library instruction for both students and faculty.
2. Assist faculty with the integration of school library resources into the instructional process and include strategies for incorporating differentiated instruction practices into the design of lessons and activities.
3. Collaborate with teachers to design instruction that incorporates library resources and educational technology into teaching and learning.
4. Build awareness of statewide educational technology resources.
5. Meet with teachers to assist them in providing resources that will enhance their instruction.
6. Provide assistance in the teaching of various aspects of the lesson.
7. Collaborate with teachers to develop student assessments that include the evaluation of student activities performed in the school library.
8. Collaborate with teachers to develop assessment strategies that evaluate the usage of school library resources in teaching and learning.

# LIBRARY GUIDELINES

## Literacy and Reading Support

**Effective school library media programs promote and encourage reading for academic achievement, lifelong learning and leisure pursuits.**

School library media programs offer reading enrichment programming through participation in national and state reading celebrations and initiatives. The school library media specialist collaboratively plans reading activities with classroom teachers. School library media staff read to students, promote literature, reinforce reading skills and encourage independent reading for personal enjoyment.

## Grades K-12

**Benchmark A:** Provide students with age-appropriate fiction and nonfiction reading material and assist in the location and selection of reading materials based on student reading level, interests and information needs.

### *Library Organization*

1. Utilize a standard classification system to organize library materials (e.g., Dewey Decimal System or Library of Congress Classification System).
2. Catalog all library materials.

### *Reading Instruction*

3. Provide reading material in a variety of formats and reading levels (e.g., print, nonprint, large print, audio, electronic, high-interest/low-level).
4. Develop displays and exhibits to promote reading.
5. Provide instruction on material selection strategies.
6. Provide instruction on knowledge of book structures and how these structures affect the gathering and organization of information (e.g., title page, glossary, bibliography, appendix, table of contents, index, footnotes, headings).
7. Provide instruction in the identification of primary and secondary sources.

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## Benchmark B: Read to students.

### *Reading Instruction*

1. Select age-appropriate reading material for a variety of purposes (e.g., information, personal enjoyment, lifelong learning).
2. Ask targeted questions while reading to determine if meaning is clear.
3. Discuss pictures, illustrations, charts, tables and other graphs that explain the story.
4. Identify and discuss main ideas and details in fiction, nonfiction and poetry while reading.
5. Identify and discuss possible themes, likely motives, traits of characters and the effect of setting on fiction, nonfiction and functional reading selections while reading.
6. Identify and discuss cause and effect relationships, compare and contrast, fact vs. opinion, and sequencing through exposure to multiple sources while reading.
7. Speculate about authors' purposes, views and interests through evaluation of chronological order, order of importance and spatial order while reading.

## Benchmark C: Tell stories and facilitate multidisciplinary reading experiences.

### *Reading Instruction*

1. Tell stories utilizing the full range of storytelling methodologies (e.g., oral, draw and tell, props, voices, song, acting, characters, audience participation, puppetry, readers theatre).
2. Extend and enrich reading experiences through technology and multimedia activities.
3. Integrate reading with speaking, listening, viewing and writing experiences.
4. Provide reading experiences and opportunities for students to:
  - a. Participate in discussions, respecting the contributions of others and using techniques to retain information;
  - b. Draw logical inferences and conclusions from oral and visual communications;



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- c. Ask relevant questions concerning a speaker's content, delivery and purpose;
- d. Respond to permissive messages with probing questions, challenges or affirmations regarding the evidence that supports the listener's claims and conclusions;
- e. Evaluate the credibility of a speaker (e.g., hidden agenda, slanted or biased material);
- f. Recognize discrepancies between speakers' verbal and nonverbal messages;
- g. Work in group settings in which students employ group decision-making techniques including brainstorming and problem-solving.

**Benchmark D:** Provide readers advisory services.

## *Reader's Advisory*

1. Promote the school library as a gateway to additional reading materials and information networks.
2. Instruct students in methods for obtaining material not available in their school library (e.g., interlibrary loan, public library, academic library).
3. Provide book talks.
4. Promote award-winning books.
5. Extend the reading experience by suggesting additional titles in a series, or identifying additional works within a genre or works with similar themes.

**Benchmark E:** Participate in state and national reading activities such as Children's Book Week, Teen Read Week, National Library Week, School Library Month, Right to Read Week.

## *Reading Promotions*

1. Facilitate multidisciplinary reading activities.
2. Extend and enrich reading experience through technology and multimedia activities.
3. Collaborate with coordinators of reading initiatives, obtain participatory materials, and communicate initiatives to stakeholders.

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**Benchmark F:** Facilitate linkages to reading activities, such as after school programs, public library reading clubs, summer reading programs and other literacy initiatives.

## *Collaboration*

1. Participate in school reading/literacy initiatives.
2. Identify reading/literacy initiatives available in the community.
3. Collaborate with public libraries and encourage students to participate in public library programs (e.g., after-school reading activities, summer reading club and others).

**Benchmark G:** Provide time for sustained silent reading.

## *Sustained Silent Reading*

1. Facilitate reading for a sustained period of time utilizing self-selected and assigned materials.
2. Encourage independent reading.

**Benchmark H:** Share multicultural children's books in culturally conscious ways.

## *Multicultural Resources*

1. Use works written by and about various ethnicities and cultural groups.
2. Discuss the application of dialects and culture through multiple reading experiences.
3. Explain stereotypes and mindsets, including gender, through literature.
4. Extend awareness of gender, culture and historical perspectives through literature.

**Benchmark I:** Assist teachers in choosing high-quality literature to supplement and enrich their curricular studies.

## *Professional Materials*

1. Collaborate with teachers in the selection of professional material.

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2. Provide and publicize professional material.
3. Identify and promote books that reinforce concepts in Ohio's academic content standards.
4. Provide bibliographies on curricular topics.
5. Distribute information on selection and acquisition of content-based material (e.g., resources for selecting teaching materials for specific content areas).
6. Promote insightful and thoughtful use of books by teachers.

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## Library-based Technology

**Effective school library media programs provide, integrate and utilize a technology rich environment to support teaching and learning.**

Expanded access to information is achieved by providing cutting-edge technologies that enable the school library media center to function as a virtual gateway to information. Technology is used to acquire, organize, produce and disseminate information. Assistive technologies equalize access to information for all students. The school library media specialist provides leadership to students and staff in the use of the Internet, electronic resources and other library-based technologies.

## Grades K-12

**Benchmark A:** Provide, integrate and utilize online public access catalogs (OPACs) to locate and circulate school library materials.

### *Library Organization*

1. Utilize a standard classification system to organize library materials (e.g., Dewey Decimal System or Library of Congress Classification System).
2. Standardize library catalog records in MARC (Machine Readable Cataloging) format.
3. Develop material-lending policies based on input from stakeholders.
4. Provide remote access to the school library OPAC (e.g., classroom and home access).

### *Interlibrary Cooperation*

5. Facilitate linkages to external library catalogs.
6. Develop strategies for acquiring materials from external sources (e.g., interlibrary loan).

**Benchmark B:** Provide networked computers for staff and student use.

### *Technology Infrastructure*

1. Provide computer networks which enable the acquisition and transfer of information.
2. Provide Internet accessibility.
3. Provide e-mail accessibility.

# LIBRARY GUIDELINES

## *Responsible Usage*

4. Participate in the development of local school-board adopted Acceptable Use Policies (AUPs).
5. Practice ethical and responsible use of library networks and library-based technologies.

**Benchmark C:** Demonstrate effective usage of library-based technologies, including the Internet and other electronic resources for teaching and learning.

## *Professional Development*

1. Include technology professional development in the library media specialist's Individual Professional Development Plan (IPDP).
2. Provide staff development on the usage of library-based technologies.
3. Lead the integration of library-based technologies into the curriculum (e.g., identify library-based technologies that align with instruction).
4. Demonstrate technology projects that utilize active learning.
5. Provide access to multimedia equipment (e.g., computers, cameras, sound devices, projectors, portable devices).
6. Facilitate connections with agencies that lend technology equipment and assistive devices.
7. Engage stakeholders in the selection and utilization of both free and fee-based electronic resources.
8. Assist teachers with the use and integration of the Internet and electronic resources into teaching and learning.
9. Facilitate linkages to and integration of state electronic resources (e.g., Area Media Centers, INFOhio, ODE Instructional Management System, Ohio Historical Society, Ohio Resource Center, public libraries, colleges and universities, etc).

**Benchmark D:** Develop a virtual school library presence that students may access remotely.

## *Virtual School Library*

1. Develop a school library Web site.

K

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# LIBRARY GUIDELINES

2. Provide information about school library services, hours of operation, staff, user guides, pathfinders, Internet access, and other available resources.
3. Connect the virtual school library to the school building and district Web sites.

**Benchmark E:** Provide assistive technologies to make all library services accessible to staff and students with disabilities.

## *Assistive Technology*

1. Collaborate with stakeholders to identify effective assistive technologies that enable all students to access school library services.
2. Facilitate linkages to district, community and state assistive technology services for information and device lending (e.g., Ohio Department of Education's Office of Exceptional Children and ORCLISH).

**Benchmark F:** Practice and communicate ethical and responsible use of library-based technologies.

## *Responsible Usage*

1. Provide information on copyright, intellectual freedom, ownership rights and fair use of materials.
2. Demonstrate responsible and ethical usage of library-based technologies.

# LIBRARY GUIDELINES

## Information Literacy

**Effective school library media programs provide information literacy skills instruction.**

Information literacy is the ability to locate, process, evaluate and utilize information. School library media programs provide information resources in a variety of formats and readability levels. The school library media specialist teaches students how to access, use and evaluate information resources efficiently and ethically based on academic or personal need. This instruction should be correlated to specific academic content standards and taught as an integrated process.

## Grades K-2

**Benchmark A:** Locate the school library media center, recognize library staff members and participate in library activities.

### Kindergarten

#### *Library Awareness*

1. Locate the school library media center and recognize library staff members.
2. Identify items found in the library media center (e.g., books, magazines, computers).
3. Understand that many activities take place in the library media center (e.g., reading, movies, puppet plays, storytelling, studying, exploring).

#### *Lifelong Learning*

4. Know that there is a library in the community—public library—that students may visit with their parents.

### Grade One

#### *Library Awareness*

1. Locate the school library media center and recognize library staff members by name.
2. Discuss the roles of the library media center staff members and compare them to classroom teachers (e.g., The librarian helps me find books and information.).
3. Understand that the library media center has materials that everyone may use.
4. Participate in library media center activities (e.g., story time, readers theatre).

# LIBRARY GUIDELINES

## *Lifelong Learning*

5. Know that the public library has books and materials that students may use and borrow.

## **Grade Two**

### *Library Awareness*

1. Visit the library media center when needed for classroom projects or personal reading.
2. Understand the roles of various library media center staff members (e.g., What does the librarian do?).
3. Participate in library media center activities and reading celebrations (e.g., story time, Children's Book Week, Read Across America Day).

### *Lifelong Learning*

4. Know that the public library has many activities for students (e.g., book clubs, guest speakers, summer reading programs).

**Benchmark B:** Recognize that the school library media center has a variety of books and materials that may be used and borrowed, and understand the importance of proper care of these materials.

## **Kindergarten**

### *Library Awareness*

1. Explore areas of the library media center with assistance from library media staff and classroom teachers (e.g., easy books, story area, listening centers, computer lab).
2. Select books with guidance from the library media staff and classroom teacher.

### *Circulation*

3. Checkout books with help from the library media staff and classroom teacher.

4. Know that books may be taken home but must be returned.

### *Responsible Use*

5. Discuss proper care of library books.

## **Grade One**

### *Library Awareness*

1. Browse areas of the library media center with assistance from library media staff and classroom teachers (e.g., easy books, story area, listening centers, computer lab).

2. Look at easy books and select books to checkout.

### *Circulation*

3. Know how to checkout books.



# LIBRARY GUIDELINES

K

## *Responsible Use*

4. Know when to return books and where to put them.
5. Discuss proper care of library books and materials.

## **Grade Two**

### *Library Awareness*

1. Know that library media center materials are provided in several formats (e.g., print, nonprint, audio, video, multimedia).
2. Locate sections of the library media center based on need or activity (e.g., story area, listening centers, computer lab).
3. Select books and other library media materials to borrow.

### *Circulation*

4. Use correct procedure to checkout books and materials.
5. Return books and materials on time.

### *Responsible Use*

6. Demonstrate proper care of books and other library media center materials.

**Benchmark C:** Understand that library books and materials are housed in specific areas of the library media center.

## **Kindergarten**

### *Library Organization*

1. Know that storybooks are in the easy book section.
2. Know that the library catalog gives access to information about all of the books and materials in the school library media center.

## **Grade One**

### *Library Organization*

1. Know that books are placed in order on the bookshelves.
2. Know that some books are true and others are make-believe (e.g., nonfiction and fiction).
3. Use the library catalog to find books, with teacher or librarian assistance.

## **Grade Two**

### *Library Organization*

1. Understand that easy books are arranged alphabetically by the author's last name.

# LIBRARY GUIDELINES

2. Understand that nonfiction books are arranged on the shelf by numbers.
3. Know the difference between easy books, chapter or fiction books and nonfiction books.
4. Explore library media center materials using the library catalog, with assistance.

**Benchmark D:** Read and listen to stories for schoolwork and personal enjoyment.

## Kindergarten

1. Listen to stories read by library media center staff.
2. Look at books and read for pleasure.
3. Use picture clues to help understand reading material.
4. Know that there are many types of books (e.g., story books, rhyming books, counting books).

## Grade One

1. Listen to stories, look at books and read for pleasure.
2. Ask questions to help understand information found in reading material.
3. Participate in literary-enrichment activities (e.g., story time, puppet theatre, draw and tell stories).
4. Know that authors write books and illustrators draw pictures in books.

## Grade Two

1. Listen to books read aloud, explore library materials and read for pleasure.
2. Discuss characters and retell events and facts presented in the reading material.
3. Participate in literary-enrichment activities (e.g., choral speaking, creative dramatics and other library enrichment activities).
4. Identify simple literary styles (e.g., standard, rhyming, alliteration).

# LIBRARY GUIDELINES

5. Read Caldecott Award books and understand that the book award is given for the best book illustrations.

**Benchmark E:** Understand what information is and use a process to find information.

## Kindergarten

### *Understanding Information*

1. Identify what information is and recognize that it can be represented in a variety of ways (e.g., numbers, words, pictures, sounds).

### *Decide*

2. Decide what information is needed.

### *Find*

3. Find the information with the assistance of the teacher or librarian (e.g., using books or observations).

### *Use*

4. Use the information by sharing ideas and experiences.

## Grade One

### *Understanding Information*

1. Talk about the difference between factual information and fiction (e.g., what is real and what is pretend or make-believe).

### *Decide*

2. Decide what information is needed (e.g., brainstorm needs by deciding what you already know, what you need to know, and what you want to learn).

### *Find*

3. Find information about the topic by using library materials.

### *Use*

4. Use the information and communicate findings orally, visually or in writing.

### *Check*

5. Check work by discussing the process used to find the information.

## Grade Two

### *Understanding Information*

1. Tell about the purposes of information use (e.g., information is helpful in solving problems).
2. Distinguish between fact and fiction (e.g., discuss and compare fact-based documents about a topic with stories about the same topic).

### *Decide*

3. Ask questions to investigate problems or topics (e.g., use brainstorming or graphic organizers to decide what information is needed about the topic).

### *Find*

4. Find information about a question using library resources.

# LIBRARY GUIDELINES

*Use*

5. Use information to communicate findings orally, visually or in writing and draw conclusions about findings.

*Check*

6. Check the work and explain the process used to find information.

# LIBRARY GUIDELINES

## Grades 3-5

**Benchmark A:** Access the library media center facility, staff and resources whenever an academic or personal information need arises, and demonstrate appropriate use of library materials.

### Grade Three

#### *Library Awareness*

1. Visit the library media center for academic or personal information needs.
2. Ask the library media specialist or library staff member for assistance, as needed.
3. Explore all areas of the library media center (e.g., biography section, reference section, multimedia production center).

#### *Lifelong Learning*

4. Describe various formats of library media center materials (e.g., print, nonprint, audio, video).
5. Use correct procedures to check library books and materials out and in.
6. Return books and materials on time.
7. Use proper care of books and library media center materials appropriately.
8. Understand that when students visit the public library, the public librarian will assist them with information needs.

### Grade Four

#### *Library Awareness*

1. Understand that the library media center is always open through the library Web site.
2. Describe information needs to the library media specialist or library staff member and ask for assistance, as needed.
3. Identify materials and equipment housed in various sections of the library media center and describe their purpose.

#### *Lifelong Learning*

4. Access library media center materials based on format (e.g., print, nonprint, audio, video).
5. Use a variety of library material formats to answer questions.

# LIBRARY GUIDELINES

6. Follow proper procedure for checking library books and materials out and in, and return materials on time.
7. Demonstrate proper care of books and library media materials.
8. Understand the differences between the school library media center and the public library.

## Grade Five

### *Library Awareness*

1. Access the library facility and online library when needed.
2. Describe information needs to the library media specialist or library staff member and develop strategies to fulfill the need.
3. Select library media center materials based on format and need (e.g., print, nonprint, audio, video).
4. Use a variety of library material formats to answer questions and solve problems.

### *Lifelong Learning*

5. Follow circulation procedures.
6. Participate in library activities appropriately and demonstrate responsible use of library materials.
7. Suggest ways to participate in library media center activities and reading celebrations.
8. Access the public library online when needed.

**Benchmark B:** Understand that school library books and materials are organized in a system, and use the system to locate items.

## Grade Three

### *Library Organization*

1. Understand that easy books and fiction books are organized on a shelf alphabetically by the author's last name.
2. Understand that information books are arranged on the shelf according to their subject using the Dewey Decimal System.
3. Know the difference between easy books, chapter books, fiction books and nonfiction books.

# LIBRARY GUIDELINES

## *Library Catalog*

4. Locate resources using a title, subject and/or author search in the library catalog.

## **Grade Four**

### *Library Organization*

1. Locate easy and fiction books on the shelf using call numbers.
2. Locate information using call letters.
3. Understand that biography books are arranged on the shelf alphabetically by the last name of the person they are about.
4. Understand that reference books are nonfiction books that may be used to find answers (e.g., dictionary, encyclopedia, almanac).

## *Library Catalog*

5. Locate resources using a title, subject and/or author search in the library catalog.

## **Grade Five**

### *Library Organization*

1. Locate easy, fiction, biography and information books on the shelf using call numbers/letters.
2. Recognize Dewey Decimal Classification headings and become familiar with books found in several classes (e.g., sports books are in the 700s).
3. Know that reference material is available in a variety of formats (e.g., print, electronic, online).
4. Search the library catalog by title, subject, author and keyword to locate library materials and needed information.

**Benchmark C:** Explore and use various forms of literature for schoolwork and personal enjoyment.

## **Grade Three**

### *Reading Encouragement*

1. Listen to stories read by library media center staff.
2. Discuss characters, plot, setting and themes in reading material.
3. Participate in choral speaking, creative dramatics and other literary enrichment activities.
4. Understand that books may be written in a series.
5. Read for pleasure and information.

# LIBRARY GUIDELINES

6. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

## Grade Four

### *Reading Encouragement*

1. Listen to stories, books and other informational items read by library media center staff.
2. Identify simple fictional genres (e.g., fantasy, mystery, romance, historical fiction, science fiction).
3. Read for pleasure and information and identify characters, plot, setting and themes in reading material.
4. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

## Grade Five

### *Reading Encouragement*

1. Read for pleasure and information and discuss the impact that plot, theme and events have on characters in reading material.
2. Identify simple fictional genres (e.g., fantasy, mystery, romance, historical fiction, science fiction).
3. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

**Benchmark D:** Describe types of information including facts, opinions, primary/secondary sources; and formats of information including number, text, sound, visual, multimedia; and use information for a purpose.

## Grade Three

### *Understanding Information*

1. Distinguish between the concepts of information (organized data and facts) and data (raw facts and figures) and identify examples of each.
2. Recognize that information gathering is based on a need (e.g., gather information to learn more about a topic or gather information to answer questions).

### *Primary/Secondary Sources*

3. Identify primary source information—first-hand information about a person, place or event, and secondary source information second-hand information interpreted by another person about a person, place, thing or event (e.g., primary sources such as diaries, letters, objects and photographs; and secondary sources such as textbooks, biographies).



# LIBRARY GUIDELINES

## Grade Four

### *Understanding Information*

1. Collect information (organized data and facts) and data (raw facts and figures) and identify answers to questions (e.g., locate data in a newspaper article, identify information on a sign).
2. Discuss and define the difference between fact and opinion (e.g., fact: the cafeteria served pizza today; opinion: the pizza was good.)
3. Identify ways information can be presented (e.g., text, visual information on a map, information displayed in pictures or as graphics).

### *Primary/Secondary Sources*

4. Use primary source material to describe a person, place, thing or event (e.g., oral history, diary entries, photos, news articles, video files).

### *Reference Sources*

5. Use the following reference sources to find information:
  - a. Dictionary (e.g., keywords, entry, parts of speech, definition);
  - b. Encyclopedia (e.g., keywords, entry, charts and graphs);
  - c. Maps (e.g., locate cities, states, countries).

## Grade Five

### *Understanding Information*

1. Develop a systematic plan for organizing information using a basic organizing concept (e.g., subject, chronology, date).
2. Choose a variety of formats for presenting information (e.g., pictures, texts, slides).
3. Understand that there are conditions where information cannot be used (e.g., copyright restrictions on the use of cartoon characters; copying a classmate's project).
4. Distinguish between relevant and irrelevant information in an information source (e.g., information matches question to be answered, facts apply to the topic).

### *Primary/Secondary Sources*

5. Apply primary and secondary sources to investigate a person, place, thing or event, and identify each source as primary or secondary.

### *Reference Sources*

6. Locate information in reference sources, including:
  - a. Subject-specific dictionaries and encyclopedias (e.g., animals, authors, presidents, science, space);
  - b. Atlas/globe;
  - c. Almanac;
  - d. Thesaurus.

# LIBRARY GUIDELINES

**Benchmark E:** Apply a research process to decide what information is needed, find sources, use information and check sources.

## Grade Three

*Decide*

1. Brainstorm available resources and/or possible keywords to use as search terms.

2. Develop a plan for gathering information.

*Find*

3. Locate materials in library.

4. Summarize and draw conclusions about information gathered.

*Use*

5. Take simple notes and organize information into a logical sequence.

6. Make a list of resources used.

7. Communicate findings orally, visually or in writing and draw conclusions about findings

*Check*

8. Evaluate the research project.

## Grade Four

*Decide*

1. Identify a topic and questions for research.

2. Brainstorm possible keywords or resources.

*Find*

3. Develop a search strategy that uses appropriate and available resources.

4. Explore a variety of resources such as school, public or community resources.

*Use*

5. Summarize and draw conclusions about information gathered.

6. Take simple notes and organize information into a logical sequence.

7. Make a list of resources used.

*Check*

8. Communicate findings orally, visually or in writing and draw conclusions about findings.

9. Evaluate the research project.

# LIBRARY GUIDELINES

## Grade Five

### *Decide*

1. Generate a topic, assigned or personal interest, and develop open-ended questions for research.
2. Brainstorm possible keywords or resources.

### *Find*

3. Develop a search strategy that uses appropriate and available resources including narrowing or broadening the search topic/question.
4. Explore a variety of resources such as school, public or community resources.

### *Use*

5. Use peer-evaluation techniques and authentic assessments to analyze information.
6. Skim, take notes, paraphrase and organize information using graphic organizers.
7. Create a list of resources using a simple bibliographic format.

### *Check*

8. Communicate findings orally, visually or in writing and draw conclusions about findings.
9. Evaluate the research project and process.

# LIBRARY GUIDELINES

## Grades 6-8

**Benchmark A:** Understand the function of the school library media center, recognize other types of libraries, and use a variety of libraries to meet informational and personal needs.

### Grade Six

#### *Library Awareness*

1. Describe information needs to the library media specialist or library staff member and develop strategies to fulfill the need.
2. Recommend books and library materials to include in the school library media center.

#### *Lifelong Learning*

3. Understand that public library items may be placed on hold, reserved or ordered to meet information needs.

### Grade Seven

#### *Library Awareness*

1. Discuss search strategies and information retrieval methods with the library media specialist or library staff member as needed.
2. Participate in library media center activities and reading celebrations (e.g., Right to Read Week, Teen Read Week, School Library Media Month).

#### *Lifelong Learning*

3. Know that public libraries have a variety of sections or departments that provide materials (e.g., children's department, young adult section, local history section, genealogy department).
4. Understand there are many types of libraries that serve as a variety of purposes (e.g., school, public, academic, government).

### Grade Eight

#### *Library Awareness*

1. Access the library facility in person and remotely when needed (e.g., via the Internet).
2. Discuss search strategies and information retrieval methods with the library media specialist or library staff member as needed.
3. Identify books and library materials to include in the school library media center.
4. Participate in library media center activities and reading celebrations (e.g., Right to Read Week, Teen Read Week, School Library Media Month).

# LIBRARY GUIDELINES

## *Lifelong Learning*

5. Utilize public library for informational and personal needs.

**Benchmark B:** Identify information needs, select school library media books and materials in a variety of formats, and demonstrate responsible use and ethical behavior when using library media materials.

## **Grade Six**

### *Library Awareness*

1. Select library media center materials based on information need.
2. Use a variety of library material formats as part of the research-process (e.g., print, nonprint, electronic, video, audio).

### *Circulation*

3. Follow appropriate procedures when borrowing library material (e.g., follow check-out and check-in procedures and return materials on time).

### *Library Organization*

4. Locate fiction books alphabetically by author and information books by Dewey Decimal number.
5. Understand the function of the library reference collection.
6. Locate resources using a title, subject or author and keyword search in the library catalog.

### *Responsible Use*

7. Understand that parents must sign the district Acceptable Use Policy (AUP) and that it sets the expectation for appropriate usage of school materials (e.g., books, textbooks, computers, the Internet).
8. Understand the concept of intellectual property (e.g., author's ownership of work).
9. Demonstrate awareness of cultural diversities, differing opinions and points of view.

## **Grade Seven**

### *Library Awareness*

1. Evaluate library materials and select formats based on information need (e.g., print, nonprint, audio, video).

### *Circulation*

2. Demonstrate appropriate procedures when borrowing library material (e.g., follow check-out and check-in procedures and return materials on time).

### *Library Organization*

3. Locate fiction and nonfiction books by call letters/numbers.
4. Use the library reference collection to find answers.

# LIBRARY GUIDELINES

## *Responsible Use*

5. Locate resources using a title, subject or author, keyword and advanced searches in the library catalog.
6. Demonstrate awareness of cultural diversities, differing opinions and points of view when using materials.

## **Grade Eight**

### *Circulation*

1. Select appropriate library materials based on information, format and communication need.
2. Demonstrate proper care of books and other library media center materials and use appropriate procedures when borrowing library material (e.g., follow check-out and check-in procedures and return materials on time).

### *Library Organization*

3. Select appropriate reference tools to answer questions.
4. Locate resources using a title, subject or author, keyword and advanced searches search in the library catalog.

## *Responsible Use*

5. Understand that parents must sign the district Acceptable Use Policy (AUP) and that it sets the expectation for appropriate use of electronic resources and the Internet.
6. Understand plagiarism and its ramifications.
7. Discuss intellectual property, copyright and fair use.
8. Recognize individual rights of others and practice tolerance.

**Benchmark C:** Select literature by genre based on need and personal enjoyment.

## **Grade Six**

### *Reading Encouragement*

1. Listen to booktalks and other informational items read by library media center staff.
2. Read for pleasure and information.
3. Compare the actions of and consequences that events had on characters in reading material.
4. Participate in choral speaking, creative dramatics and other literary enrichment activities.

# LIBRARY GUIDELINES

5. Select books from favorite genre and series.
6. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

## Grade Seven

### *Reading Encouragement*

1. Read for pleasure and information.
2. Compare the actions of and consequences that events had on characters in reading material.
3. Participate in choral speaking, creative dramatics and other literary enrichment activities.
4. Explore books by authors who write in different fictional genres and literary styles (e.g., prose, dialect).
5. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

## Grade Eight

### *Reading Encouragement*

1. Read for pleasure and information.
2. Understand character traits and actions presented in reading material.
3. Participate in choral speaking, creative dramatics and other literary enrichment activities.
4. Identify authors who write books in different fictional genres and literary styles (e.g., classics, world literature, American literature).
5. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

**Benchmark D:** Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources.

## Grade Six

### *Evaluating Resources*

1. Identify main ideas and supporting facts to select relevant information to answer questions.

# LIBRARY GUIDELINES

2. Determine that information located can be used legally and choose appropriately (e.g., locate copyright information for print and graphic information and check for copyright restrictions).
3. Check copyright and publication dates to determine currency of information.
4. Investigate the authority of an online information source to determine the author's qualification to be an expert about a topic (e.g., famous scientist versus a sixth-grader's Web site, well-known organization versus personal Web site).

## Grade Seven

### *Evaluating Resources*

1. Distinguish when current copyright dates of sources are important in answering an information need (e.g., science information on cloning, results of an election).
2. Assess the objectivity (the ability of an author to present information without bias) of a source when using information.
3. Compare multiple sources (online encyclopedia, Web site, online magazine database, print source) to check accuracy of information. (e.g., Do facts match on each site?)
4. Determine if a given source has all the information needed (coverage) for a question or project (e.g., general encyclopedia with a subject overview, magazine article highlighting specific issue).
5. Chart information gathered from multiple sources to determine facts to be used in a project.

## Grade Eight

### *Evaluating Resources*

1. Understand the structure and organization of information sources including keywords, subject directory or subject search in a library catalog.
2. Demonstrate how to determine copyright issues when creating new products:
  - a. Ask permission to use articles, quotations and graphics;
  - b. Credit information to be included in the product.
3. Examine two Web sites with opposing viewpoints and describe the objectivity and intent of the author (e.g., candidates in an election, controversial subjects).



# LIBRARY GUIDELINES

4. Evaluate the validity of information by comparing information from different sources for accuracy. (e.g., What makes the author an expert? Is information the same in multiple sources?)

**Benchmark E:** Conduct research and follow a research process model that includes the following: develop essential question; identify resources; select, use and analyze information; synthesize and generate a product; and evaluate both process and product.

## Grade Six

### *Decide*

1. Generate questions to be answered or a position to be supported when given a topic (e.g., thesis statement).
2. Brainstorm potential resources and identify possible keywords to use as search terms.

### *Find*

3. Narrow or broaden search topic/question according to how many resources are located.
4. Seek information from a variety of viewpoints.
5. Understand how to access electronic resources at school and from home.
6. Explore a variety of resources such as school, public or community resources.

### *Use*

7. Use peer-evaluation techniques and authentic assessments to analyze information.
8. Take notes, organize information into logical sequence and create a draft product (e.g., report, research paper, presentation).

### *Check*

9. List information sources used in a district-adopted or teacher-prescribed format (e.g., Modern Language Association, American Psychological Association).
10. Communicate findings orally, visually or in writing and draw conclusions about findings.
11. Evaluate the information seeking process and discuss the quality of the product created for the project.

# LIBRARY GUIDELINES

## Grade Seven

*Decide*

1. Develop open-ended research questions about a defined information need.

*Find*

2. Select and evaluate relevant information about a specific topic in several sources.
3. Select information from different types of subscription resources (fee-based, pay-to-use) to meet an information need (e.g., magazine database, picture archive, online encyclopedia).

*Use*

4. Compile information learned about a topic from a variety of sources.
5. Create information products to share information using different formats (e.g., print, audio recording, digital, video, slide show).
6. Identify primary and secondary source material and discuss differences.
7. Take notes, organize information into logical sequence and create a draft product (e.g., report, research paper, presentation).
8. Critically evaluate the quality of the information resource (e.g., authority, accuracy, currency, objectivity).

*Check*

9. Evaluate how information was found and assess the quality of the information product.

## Grade Eight

*Decide*

1. Formulate an essential question to guide the research process.

*Find*

2. Identify and evaluate relevant information and select pertinent information found in each source.
3. Expand search strategies by using Boolean logic.
4. Narrow or broaden search topic/question according to how many resources are located.
5. Seek information from a variety of viewpoints.

*Use*

6. Analyze information, finding connections that lead to a final information product.
7. Demonstrate how to determine copyright issues when creating new products (e.g., permissions to use articles and graphics, credit information to be included).

# LIBRARY GUIDELINES

8. Use a teacher- or district-designated citation-style manual to credit sources used in work (e.g., MLA Style Manual, APA Guidelines).
9. Examine diverse opinions and points-of-view to develop and modify individual point-of-view (e.g., view culture, background, historical context).
10. Take notes, organize information into logical sequence, and create a draft product (e.g., report, research paper, presentation).
11. Digitize information for archiving and future use (e.g., creating an electronic portfolio of curricular projects).
12. Revise and edit the information product.
13. Communicate, publish and disseminate findings to multiple audiences in a variety of formats (e.g., report, speech, presentation, Web site).
14. Evaluate the final product for its adherence to project requirements. (e.g., Recognize weaknesses in process and product and find ways to improve.)

*Check*

# LIBRARY GUIDELINES

## Grades 9-12

**Benchmark A:** Investigate information through independent discovery, peer collaboration, and inquiry learning; read a variety of literary material for academic need, personal interest and lifelong learning; and practice responsible usage and ethical behavior when using library media center materials.

### Grade Nine

#### *Library Awareness*

1. Access additional resources provided in the high school library media center.
2. Evaluate library materials and select formats based on information need and personal preference (e.g., e-book, digital media, print).
3. Locate resources using a title, subject, author, keyword and advanced searches in the library catalog or with appropriate online resources (e.g., Boolean operators or limiters, copyright year or material type).
4. Select appropriate reference tools to answer questions.

#### *Literary Appreciation*

5. Participate in library media center activities and reading celebrations.

#### *Responsible Use*

6. Understand plagiarism and its ramifications.
7. Discuss intellectual property, copyright and fair use.
8. Discuss access to information in a democratic society.

#### *Lifelong Learning*

9. Utilize public library for informational and personal needs.
10. Access government libraries and information services.

### Grade Ten

#### *Library Awareness*

1. Select library materials and equipment based on information or personal need and recommend items to include in the high school library media center.
2. Evaluate library materials and select formats based on information need and personal preference (e.g., e-book, digital media, print).
3. Locate resources using a title, subject, author, keyword and advanced searches in the library catalog or with appropriate online resources (e.g., Boolean operators or limiters, copyright year, or material type).

# LIBRARY GUIDELINES

	4. Make meaningful connections between classroom learning, information skills and real-life situations.
	5. Read for pleasure and information.
<i>Literary Appreciation</i>	6. Understand complex forms of literary expression.
	7. Explore works of authors who write in different fictional genres and literary styles.
	8. Read a variety of award-winning material, from classic literature to best sellers (e.g., the Michael Prinz Award).
<i>Responsible Use</i>	9. Demonstrate an appreciation of intellectual property rights and awareness of intellectual property issues.
	10. Understand the importance of diverse information and access to information in a democratic society.
<i>Lifelong Learning</i>	11. Utilize public library for information and personal needs.
	12. Access academic (college and university) libraries for advanced information on an academic subject.
<b>Grade Eleven</b>	
<i>Library Awareness</i>	1. Access the library facility in person and remotely when needed.
	2. Locate resources using a title, subject or author, keyword and advanced searches search in the library catalog or with appropriate online resources (e.g., Boolean operators or limiters, copyright year or material type).
<i>Literary Appreciation</i>	3. Identify authors and their literary works.
	4. Read a variety of award-winning material, from classic literature to best sellers.
<i>Responsible Use</i>	5. Demonstrate an appreciation of intellectual property rights and awareness of intellectual property issues.
	6. Understand the importance of diverse information and access to information in a democratic society.
<i>Lifelong Learning</i>	7. Select types of libraries to use based on informational or personal needs.

# LIBRARY GUIDELINES

## Grade Twelve

### *Library Awareness*

1. Access the library facility in person and remotely when needed.
2. Locate resources using a title, subject, or author, keyword and advanced searches in the library catalog (e.g., Boolean operators and/or limiters such as copyright or material type).

### *Literary Appreciation*

3. Identify authors and their literary works.
4. Read a variety of award-winning material for educational and personal enjoyment.

### *Responsible Use*

5. Observe intellectual property rights and copyright restrictions.
6. Respect the principles of intellectual freedom and intellectual property rights.

### *Lifelong Learning*

7. Continue to use the public library after graduation and throughout life for informational and personal needs.
8. Use a variety of libraries for academic achievement and lifelong learning after graduation (e.g., university libraries, career/work-related libraries).

**Benchmark B:** Determine and apply an evaluative process to all information sources chosen for a project.

## Grade Nine

### *Evaluating Resources*

1. Define terms which determine information validity:
  - a. Accuracy;
  - b. Authority;
  - c. Objectivity;
  - d. Currency;
  - e. Coverage.
2. Determine the author's authority for all resources and identify points of agreement and disagreement among sources.

## Grade Ten

### *Evaluating Resources*

1. Examine information for its accuracy and relevance to an information need (e.g., for a report on pollution, find information from sources that have correct and current information related to the topic).

# LIBRARY GUIDELINES

2. Identify relevant facts, check facts for accuracy and record appropriate information (e.g., follow a standard procedure to check information sources used in a project).
3. Select appropriate information on two sides of an issue (e.g., identify the authors of each information source and their expertise and/or bias).

## Grade Eleven

### *Evaluating Resources*

1. Seek and evaluate information to answer both personal and curricular needs.
2. Evaluate information collected to answer both personal and curricular needs to determine its accuracy, authority, objectivity, currency and coverage.
3. Determine valid information for an assignment from a variety of sources.

## Grade Twelve

### *Evaluating Resources*

1. Evaluate information collected to answer both personal and curricular needs to determine its accuracy, authority, objectivity, currency and coverage.
2. Acknowledge intellectual property in using information sources.
3. Determine and apply an evaluative process to all information sources chosen for a project.

**Benchmark C:** Apply a research process model to conduct research and meet information needs.

## Grade Nine

### *Decide*

1. Determine the essential questions and plan research strategies.
2. Utilize basic and advanced search strategies to obtain topic-appropriate resources.

### *Find*

3. Select and evaluate appropriateness of information from a variety of resources, including online research databases and Web sites to answer the essential questions.

### *Use*

4. Integrate copyrighted information into an information product, following appropriate use guidelines (e.g., quote using proper citation format, request permission for use).

# LIBRARY GUIDELINES

*Check*

5. Identify relevant facts, check facts for accuracy and record appropriate information.
6. Analyze the information gathered through note taking, organize information into a logical sequence, and create a draft product (e.g., report, research paper, presentation).
7. Incorporate a list of sources used in a project using a standard bibliographic style manual (e.g., MLA and APA Style Manuals).
8. Create and communicate findings through an appropriate format.

*Check*

9. Evaluate the research process and product as they apply to the information need (e.g., does the process reflect the actual information need?).

## **Grade Ten**

*Decide*

1. Select the essential question to be examined by the research.
2. Utilize basic and advanced search strategies to obtain topic-appropriate resources.

*Find*

3. Evaluate information, select relevant and pertinent information found in each source and maintain accurate records of sources used.
4. Organize and analyze information through note taking and finding connections that lead to a final product.
5. Follow copyright laws and guidelines, using standard bibliographic format to list sources.

*Check*

6. Create and communicate findings through an appropriate format.
7. Review and evaluate the research process and resources used to determine how the process might be improved.
8. Evaluate the research product for ways to improve the communication of information.

## **Grade Eleven**

*Decide*

1. Select essential questions for research and use a recognized or personally developed model to conduct independent research.
2. Utilize basic and advanced search strategies to obtain topic-appropriate resources.



# LIBRARY GUIDELINES

*Find*

3. Identify, evaluate and select relevant and pertinent information found in each source.

*Use*

4. Identify relevant facts, check for validity and record appropriate information keeping track of all sources.

*Check*

5. Analyze information and communicate in oral, written or other format.

6. Respect copyright laws and guidelines, and use standard bibliographic format to list sources.

7. Create and communicate findings through an appropriate format.

8. Critique and revise the information product.

9. Review the research process and product for efficiency and effectiveness.

## Grade Twelve

*Decide*

1. Derive a personally developed research model to conduct independent research.

*Find*

2. Refine the information question to focus the research process, modifying the question as necessary to broaden or narrow the inquiry.

*Use*

3. Critique information sources to determine if different points of view are included.

4. Integrate multiple information sources in the research process.

5. Create a product to communicate information, representing a personal point of view based on findings.

*Check*

6. Adhere to copyright and intellectual property laws and guidelines when creating new products (e.g., standard bibliographic format, permissions to use information created by others).

7. Archive final product in an accessible format for future use.

10

12

# LIBRARY GUIDELINES

## Technology Literacy

Effective school library media programs provide technology literacy skills instruction in the use of library-based technologies.

Technology literacy skills include the appropriate and ethical use of technology for information access, retrieval, production and dissemination via electronic resource networks and the Internet.

## Grades K-2

**Benchmark A:** Understand that school library materials may be provided in electronic formats that are organized in a system and that access to the system may be provided electronically.

### Kindergarten

1. Know that the school library has technology-based resources (e.g., computer, television, sound devices).
2. View/listen to multimedia library resources (e.g., listening station, video, DVD).
3. Understand directions for using library technology.

### Grade One

1. Use library computers, software and multimedia materials with assistance.
2. Know that information about library resources is stored in the online public access catalog.

### Grade Two

1. Logon to library network/computer system with assistance (e.g., know username and password).
2. Explore the online public access catalog with assistance (e.g., locate OPAC icon, open OPAC, browse entries).

# LIBRARY GUIDELINES

**Benchmark B:** Apply basic Internet browser and navigation skills to search for information on the Internet.

K

## Kindergarten

### *Internet Concepts*

1. Talk about the Internet as an information source.
2. Use Web page functions:
  - a. Scroll up and down page;
  - b. Click on links;
  - c. Use back button.

## Grade One

### *Internet Concepts*

1. List types of information available on the Internet (e.g., school Web site, local information, animals, maps).
2. Use teacher- or librarian-selected Web sites to find information or learn new things.
3. Use browser tools and buttons:
  - a. Forward and back button;
  - b. Home button;
  - c. Choose a link from the bookmarks or favorites list.

## Grade Two

### *Internet Concepts*

1. Demonstrate the use of browser elements including the toolbar, buttons, favorites or bookmarks, and tell their function.
2. Access the school Web page and the school library Web site.
3. Search for information in an online encyclopedia using a topical search (e.g., choose from a list of topics moving from broad—animals to more specific—panda).
4. Read information from a Web site assigned by teacher and identify the name and topic of the Web site.

# LIBRARY GUIDELINES

## Grades 3-5

**Benchmark A:** Use the online public access catalog to locate school library materials for classroom assignments and personal interests.

### Grade Three

#### *Online Public Access Catalog*

1. Use the author, title and subject search features of the OPAC to locate school library materials.
2. Understand that each item in the OPAC has a bibliographic record which contains information about that item (e.g., age, summary, location, availability).
3. Understand that call numbers and call letters identified on the bibliographic record in the OPAC indicate the physical location of the material.

### Grade Four

#### *Online Public Access Catalog*

1. Search the OPAC by author, title, subject and keyword.
2. Read the OPAC bibliographic record and identify components (e.g., age, summary, location, availability).
3. Identify the call numbers/letters of an item by reading the bibliographic record, then locate the physical item in the library.
4. Determine the status/availability of the item by viewing the bibliographic record in the OPAC (e.g., see if the item is checked out).

### Grade Five

#### *Online Public Access Catalog*

1. Locate and retrieve library materials by searching the OPAC.
2. Select an item of interest by reading the summary located in the bibliographic record.
3. Describe various components of the OPAC bibliographic record.
4. Place materials on hold through the OPAC.
5. Access the OPAC remotely via username and password (e.g., login to the OPAC from the classroom or from home).

# LIBRARY GUIDELINES

**Benchmark B:** Use the Internet to find, use and evaluate information.

## Grade Three

### *Internet Concepts*

1. Label Internet browser elements and explain their function (e.g., toolbar and buttons, favorites/bookmarks, history).

### *Beginning Searching*

2. Type a simple search term in a teacher- or librarian-selected search engine to find general information (e.g., weather).
3. Review the home page of a teacher- or librarian-selected Web site.
4. Read the list of results retrieved from a simple search performed in a search engine and select one of the search results to review the information retrieved.
5. Access the school Web page and the school library Web site.

## Grade Four

### *Beginning Searching*

1. Choose a search engine or directory specifically designed for students to locate information on the Internet.
2. Type a simple search term in the search engine or directory to find facts and answer questions.
3. Read the list of results from the search engine or directory to locate potential Web sites relevant to the search topic.

### *Web Site Evaluation*

4. Choose a Web site and examine the information for facts by identifying information on the Web site:
  - a. Author;
  - b. Title;
  - c. Date produced;
  - d. Special features (images, puzzles, activities);
  - e. Available products, services or resources.

## Grade Five

### *Internet Concepts*

1. Explain the elements and meaning of a Web site URL (e.g., name of the site, domain and extensions for specific pages).

### *Beginning Searching*

2. Type a teacher- or librarian-selected URL into the address line of a Web browser to access a search engine and a Web directory.
3. Perform a search in an age-appropriate search engine or a Web directory by typing in one or more search terms.

# LIBRARY GUIDELINES

4. Read list of results from the search and select potentially relevant Web sites.

## *Website Evaluation*

5. Identify information on the Web site (e.g., URL extensions, author, title, date produced, special features (images, puzzles, activities), products, services, resources).
6. Examine the information retrieved from the Web site for the author's expertise, the accuracy of the information presented and the bias.

**Benchmark C:** Understand how to access technology-based school library materials, including library networks and electronic resources, for research.

## **Grade Three**

### *Electronic Resources*

1. Use school library technology-based resources to learn about classroom assignments and discover areas of interest.
2. Demonstrate appropriate library network login and logoff procedure.
3. Use appropriate access code (username, password) to gain access to online resource (e.g., district network resources, subscription—fee-based databases, and resources that can be accessed remotely—outside the school and/or from home).
4. Use age-appropriate Internet resources and fee-based (subscription resources) delivered by the Internet.

## **Grade Four**

### *Electronic Resources*

1. Use library computers and software (e.g., use menus to select and open programs, control volume, follow printing directions).
2. Understand that technology-based resources may be delivered in a variety of ways (e.g., stand-alone software, network software, Internet resources).
3. Demonstrate use of online fee-based (subscription or pay-per-use) electronic resources (e.g., state and/or district provided resources such as magazine databases, encyclopedias, dictionaries).

## **Grade Five**

### *Electronic Resources*

1. Identify and describe the purpose of various technology-based school library resources (e.g., computer network, multimedia resources).

# LIBRARY GUIDELINES

2. Understand that technology-based resources may be organized by format or topic (e.g., database of magazine articles, electronic photos, digital video).
3. Examine coverage of information in magazine databases, online biography sources and subject guide sources.
4. Use a username and password to access school library and electronic resource databases remotely from the classroom or home.

# LIBRARY GUIDELINES

## Grades 6-8

**Benchmark A:** Use the online public access catalog to locate school library materials for classroom assignments and personal interests.

### Grade Six

#### *Online Public Access Catalog*

1. Use the author, title, subject and keyword search features of the OPAC to locate school library materials.
2. Understand the difference between the subject and keyword search in the OPAC.
3. Use the OPAC to determine call letters/numbers for library materials (e.g., use to locate library material, identify call letters/numbers and retrieve the material from library).
4. Access the OPAC remotely via username and password (e.g., login to the OPAC from the classroom or from home).

### Grade Seven

#### *Online Public Access Catalog*

1. Conduct OPAC searches using Boolean logic (e.g., "AND," "OR," "NOT").
2. Identify information about library materials in the OPAC bibliographic record (e.g., publication date, summary, location, availability).
3. Login to the OPAC remotely via username and password (e.g., login to the OPAC from the classroom or from home).
4. Access OPACs from other libraries via the Internet (e.g., public library catalog).

### Grade Eight

1. Perform advanced OPAC searches by using Boolean operators, keywords, and subject terms (e.g., "AND," "OR," "NOT").
2. Select library materials based on descriptors and subject terms in the OPAC bibliographic record.
3. Access the school library OPAC and other available OPACs remotely.



# LIBRARY GUIDELINES

**Benchmark B:** Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources.

## Grade Six

### *Internet Concepts*

1. Explain the function of a Web browser (e.g., what is the difference between the browser software and a page on the Internet?).

### *Search Engines*

2. Incorporate place searching when searching for information using assigned directories and search engines.
3. Use phrase searching in appropriate search engines to improve results.

### *Evaluating Sources*

4. Evaluate Web information for:
  - a. Author's expertise;
  - b. Accuracy of information presented;
  - c. Parameters of coverage;
  - d. Currency of information.
5. Explain the difference between a subscription (fee-based database) and the free Internet.
6. Compare the range of information available from multiple information databases (e.g., examine the purpose and scope of each database and how it would be used for a particular assignment).

## Grade Seven

### *Internet Concepts*

1. Recognize that some Web information requires special software for its use (e.g., discuss what plug-ins are and how they expand the use of the Internet).

### *Search Strategies*

2. Search a student-selected online directory or search engine by subject, keyword, author, title, date or format.
3. Use Boolean operators in the search process (e.g., use Boolean logic to expand a search and to limit a search "AND," "NOT").
4. Compare information found in searches done on different types of Internet resources (e.g., meta engine, directory, search engine).
5. Report elements of a Web site that make it effective (e.g., describe why the Web site is appropriate for the particular information needed).

# LIBRARY GUIDELINES

## Grade Eight

### *Internet Concepts*

1. Troubleshoot error messages in a Web browser (e.g., procedure to use when a page is not found to verify the address, use refresh and stop buttons).

### *Search Strategies*

2. Incorporate Boolean operators in the search process for curricular needs (e.g., know the basic Boolean operators and use them in a search).
3. Compare information found in searches done on different search engines, directory, search engine, meta engine; and discuss differences in how search engines select and provide information (e.g., results ranked by relevancy, popularity or paid placement).

### *Web Site Evaluation*

4. Compare several Web sites on the same topic and evaluate the purpose of each site (e.g., use several sites for a specific curricular need and note whether the sites have similar or conflicting data).

**Benchmark C:** Select, access and use appropriate electronic resources for a defined information need.

## Grade Six

### *Electronic Resources*

1. Demonstrate search techniques for subscription (fee-based) databases (e.g., author, title, subject).
2. Use online library catalog to choose and locate a variety of resources on a topic.

## Grade Seven

### *Electronic Resources*

1. Compare search results through the use of different keywords (e.g., search for conservation information using "garbage" and search again using "waste disposal").
2. Examine information in different types of subscription (fee-based) databases to locate information for a curricular need (e.g., online encyclopedia, online subject dictionaries, magazine index, picture archive).

## Grade Eight

### *Electronic Resources*

1. Select research databases that align with identified information need (e.g., specialized databases on government, science, history, as needed for assignments).

# LIBRARY GUIDELINES

2. Locate and use advanced search features and appropriate tools such as Boolean operators ("AND," "OR," "NOT") and a thesaurus in an online database.

# LIBRARY GUIDELINES

## Grades 9-12

**Benchmark A:** Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

### Grade Nine

#### *Search Strategies*

1. Identify multiple directories and search engines matching curricular need (e.g., given an assignment, use knowledge of tools to pick an appropriate tool to search for information).
2. Construct search strategies focused on the retrieval of specific search results by incorporating Boolean operators ("AND," "OR," "NOT") and adjacency/proximity techniques.
3. Compare and chart the search results from multiple Web sites to check for consistency of information (e.g., compare data on acid rain from more than one site).

#### *Web Site Evaluation*

4. Establish criteria for evaluating the information retrieved through Internet searching (e.g., author's expertise, bias, coverage of topic, timeliness).

### Grade Ten

#### *Search Strategies*

1. Construct an effective search strategy to retrieve relevant information through multiple search engines, directories and Internet resources.

#### *Web Site Evaluation*

2. Employ a systematic approach to judge the validity of Web information matched against the defined information need (e.g., researching an author through the Web requires finding biographical information plus criticisms of the author's works).
3. Examine the information retrieved through Internet searching for authenticity of information, bias, currency, relevance and appropriateness.

### Grade Eleven

#### *Search Strategies*

1. Demonstrate the use of parentheses for nesting search terms to alter retrieval strategies through multiple Internet resources.
2. Create a product on a specific curricular topic that includes annotated Web sites constructed according to a standard style manual (e.g., electronic pathfinder on careers).

# LIBRARY GUIDELINES

## *Web Site Evaluation*

3. Develop a systematic approach to judge the value of the retrieved Web information.

## **Grade Twelve**

### *Search Strategies*

1. Synthesize search results retrieved from a variety of Internet resources to create an information product for a targeted audience.
2. Incorporate defined field searching by initiating a search string identifying the desired field of information to be retrieved (e.g., search author or title).

### *Web Site Evaluation*

3. Critique research retrieved through the Internet for authority, accuracy, objectivity, currency, coverage and relevancy.

**Benchmark B:** Evaluate choices of electronic resources and determine their strengths and limitations.

## **Grade Nine**

### *Electronic Resources*

1. Integrate search strategies within the electronic resource that targets retrieval for a specific information need (e.g., limit by date of publication, focus on specific format such as image, sound file).
2. Review strengths and weaknesses of various types of electronic resources for research need (e.g., compare subject-specific magazine database to general online index of articles).
3. Demonstrate the difference between databases, directories, and database archives (e.g., free vs. fee-based, delivery mechanism—CD, DVD, Network, Internet, and general vs. specific discipline).
4. Select a specific database for an assignment and explain why it is the appropriate one to use (e.g., in researching a particular author, use a literary database of biographical and critical information about writers).

## **Grade Ten**

### *Electronic Resources*

1. Choose a topic, then identify appropriate electronic resources to use, citing the name and date of the resource medium database or archive collection.
2. Research and critique information in different types of subscription (fee-based) electronic resources to locate information for a curricular need.

# LIBRARY GUIDELINES

3. Investigate tools within electronic resources to generate search strategies (e.g., use a thesaurus to identify subject terms for improved retrieval of information).

## Grade Eleven

### *Electronic Resources*

1. Modify a search through the use of different key words and other techniques specific to an electronic resource (e.g., online database, Web-based index).
2. Integrate online subscription resources and other electronic media to meet needs for research and communication on a routine basis.
3. Differentiate coverage of electronic resources to select information need.
4. Support choices of free and fee-based Web information used to create a class project.

## Grade Twelve

### *Electronic Resources*

1. Research information from electronic archives (e.g., listserv archives, Web log sites).
2. Use a variety of technology resources for curriculum and personal information needs (e.g., streaming video, CD/DVD, subscription database).
3. Evaluate technology resources and determine strengths and weaknesses for curricular or personal needs.
4. Select appropriate tool, online resource or Web.

**Benchmark C:** Utilize the Internet for research, classroom assignments and appropriate personal interests.

## Grade Nine

### *Search Strategies*

1. Identify directories and search engines.
2. Construct search strategies focused on the retrieval of specific search results by incorporating Boolean operators "AND," "OR," "NOT" and adjacency/proximity techniques.

# LIBRARY GUIDELINES

## *Evaluating Sources*

3. Compare and chart the search results from multiple Web sites to check for consistency of information (e.g., compare data on acid rain from more than one site).

4. Establish criteria for evaluating the information retrieved through Internet searching (e.g., author's expertise, bias, coverage of topic, timeliness).

## **Grade Ten**

### *Search Strategies*

1. Construct an effective search strategy to retrieve relevant information through multiple search engines, directories and Internet resources.

2. Narrow or broaden the search strategy by modifying the keywords entered in the original search strategy.

3. Employ a systematic approach to judge the validity of a Web information match against the defined information need (e.g., researching an author through the Web requires finding biographical information plus criticisms of the author's works).

## *Evaluating Sources*

4. Examine the information retrieved through Internet searching for authenticity of information, bias, currency, relevance and appropriateness.

## **Grade Eleven**

### *Search Strategies*

1. Demonstrate the use of parentheses for nesting search terms to alter retrieval strategies through multiple Internet resources.

2. Create a product on a specific curricular topic that includes annotated Web sites constructed according to a standard style manual (e.g., electronic pathfinder on careers).

## *Evaluating Sources*

3. Develop a systematic approach to judge the value of the retrieved Web information.

## **Grade Twelve**

### *Search Strategies*

1. Incorporate defined field searching by initiating a search string identifying the desired field of information to be retrieved (e.g., search author or title).

2. Create a stand-alone system for tracking Internet resources for personal and academic needs (e.g., postsecondary institutions of interest).

## *Evaluating Sources*

3. Synthesize search results retrieved from a variety of Internet resources to create an information product for a targeted audience.

# LIBRARY GUIDELINES

4. Critique research retrieved through the Internet for authority, accuracy, objectivity, currency, coverage and relevancy.



# LIBRARY GUIDELINES

## Media Literacy

**Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.**

Media literacy encompasses the use of communication competencies and critical thinking skills, including the ability to access, interpret, evaluate and communicate information delivered in a variety of medium formats. Media-based resources include print and nonprint materials that use image, text, language, sound and motion to convey informational communications and messages.

## Grades K-2

**Benchmark A:** Explore the intended effect of media communications and messages when delivered and received for personal and various other purposes.

### Kindergarten

#### *Communicating With Media*

1. List personal reasons for creating media communications and messages (e.g., tell a story, to ask for something, to make someone happy).

#### *Media Messages*

2. View familiar information in everyday messages (e.g., birthday greeting, holiday greeting, toy advertisement, road sign, warning label).

### Grade One

#### *Communicating With Media*

1. Ask and answer questions about why people communicate through media (e.g., recognize the reason for the message).

#### *Media Messages*

2. Recognize familiar information in messages communicated through media (e.g., use context clues and graphic symbols that help to understand the purpose, function and important idea in media communications).

### Grade Two

#### *Communicating With Media*

1. Discuss how various elements of print and nonprint medium formats are used to gain the attention of various audiences, and affect their feelings and thoughts (e.g., size, color, shape, sound and voice, motion).
2. Ask and answer questions concerning the purpose and function of print and nonprint media communications created by a variety of people (e.g., why, who, where, when and how).

# LIBRARY GUIDELINES

**Benchmark B:** Distinguish between a variety of elements used to create and construct media communications for personal and various other purposes.

## Kindergarten

### *Media Elements*

1. Recognize a variety of print and nonprint formats used in the delivery of media messages (e.g., book, television, film, radio, CD-ROM, DVD, e-mail, Web pages, photographs, charts and graphs).

## Grade One

### *Media Elements*

1. Recognize printed text, symbols, shapes and other graphics used in media communications.
2. Identify a variety of sounds, voice tones and facial expressions used to convey emotion.
3. Explain how clothing and costume are used to convey factual and fictional information.

## Grade Two

### *Media Elements*

1. Identify various media communications and messages in print and nonprint formats (e.g, newspaper, television news broadcast, commercial, radio announcements).
2. Sort and label a variety of sounds, voice tones and face expressions used to illustrate emotion (e.g., loud, soft, silent, happy, whiny, sad, angry).
3. Identify characteristics of motion and movement (e.g., fast, slow, smooth, jerky).

# LIBRARY GUIDELINES

## Grades 3-5

**Benchmark A:** Explain the intended effect of media communications and messages when delivered and received by various audiences and for various purposes.

### Grade Three

#### *Communicating With Media*

1. Know the formats and characteristics of familiar media and discuss how formats are used to gain attention of the audience (e.g., host/hostess, contestant, consumer, audience).
2. List and label the various ways in which people are presented and represented through costume and setting in a variety of media communications delivered and received.

#### *Media Messages*

3. Recognize what type of information is delivered through a specific media message and chosen format (e.g., informational, recreational, personal greeting).

### Grade Four

#### *Communicating With Media*

1. Interpret how an author's and/or artist's intent and choice of visual and text components in media communications and formats appeal to feelings and senses, suggest mood and meaning and influence audience understanding.
2. Differentiate between fact and opinion and relevant and irrelevant information found in media communications.

#### *Media Messages*

3. List reasons for the communication and delivery of information by individuals, groups, businesses and organizations.

### Grade Five

#### *Communicating With Media*

1. Explain how multimedia visual and text components, production techniques, language choice, and facts and opinion are used in various combinations to shape listener, viewer and audience perception.
2. Summarize an author's and/or artist's intent based on the choice and use of multimedia components to appeal to feelings and senses, suggest mood and meaning and inform or influence audience understanding.

#### *Media Messages*

3. Identify the intent behind the communication and delivery of information by individuals, groups, businesses and organizations.

# LIBRARY GUIDELINES

**Benchmark B:** Examine a variety of elements and components used to create and construct media communications for various audiences and for various purposes.

## Grade Three

### *Media Elements*

1. List and describe the various visual elements and techniques used to design and construct a central idea in print and nonprint media documents and presentations (e.g., color, graphic symbol, sound and motion, camera angles, light and shadow).
2. Identify the roles of various people who help create a print or nonprint media communications, messages and mediums (e.g., writer, artist, editor).

## Grade Four

### *Media Elements*

1. Apply and demonstrate how various text elements and organizational structures are used to construct and support a central idea of print and nonprint media documents and presentations (e.g., boldface and italic text fonts, text size, cause and effect, chronological sequence).
2. Explore the roles of various people and careers involved in the construction of media communications, messages and mediums (e.g., director, producer, actor, writer, illustrator, photographer).

## Grade Five

### *Media Elements*

1. Employ "use and function" of the various text elements and organizational structures used to construct and support a central idea of print or nonprint media documents and presentations (e.g., font characteristics, paragraph alignment, figurative language).
2. Examine through simulation the roles of various people and careers involved in the construction of a media message (e.g., director, producer, actor, illustrator, photographer).

# LIBRARY GUIDELINES

## Grades 6-8

**Benchmark A:** Comprehend that media communications deliver information and messages to a specific audience for a specific purpose, and analyze the intended impact of media communications and messages when delivered and received by a specific audience.

### Grade Six

#### *Communicating With Media*

1. Discuss why print and nonprint media communications are directed toward specific listeners and viewers.

#### *Media Messages*

2. List various multimedia practices used in communications and messages to influence and persuade thought, feeling, behavior and key viewpoints of specific listeners and viewers (e.g., exaggerated claims, subliminal text, close-ups, time lapse, repetition).
3. Recognize examples of opinion, bias and stereotyping found in print and nonprint media communications created by students and by others.

### Grade Seven

#### *Communicating With Media*

1. Analyze the adequacy and accuracy of facts and details in media communications directed toward specific listeners, viewers and one's self.

#### *Media Messages*

2. Analyze how multimedia practices shape and alter personal perceptions and viewpoints of specific listeners and viewers, and the degree of impact.
3. Recognize fallacious reasoning, misleading concepts, persuasive hype, bias and stereotyping found in the construction and delivery of specific media created by students and by others.
3. Classify reasons for the communication and delivery of information by individuals, groups, businesses and organizations.

### Grade Eight

#### *Communicating With Media*

1. Assess the accuracy, relevancy and credibility of information presented in various print and nonprint media communications directed toward specific listeners, viewers and one's self.
2. Assess the degree of impact information communicated and received has in informing, influencing or altering personal perception and viewpoint, and other listeners and viewers.

# LIBRARY GUIDELINES

## *Media Messages*

3. Assess the format and medium of choice for delivery of media communications and messages, based on audience characteristics (e.g., level of understanding, level of interest).
4. Differentiate audience factors that influence reasons for the communication and delivery of information by individuals, groups, businesses and organizations (e.g., age, gender, ethnicity, geography, economics).

**Benchmark B:** Analyze various combinations of media components and production techniques used to create and construct media communications for specific audiences and purposes.

## **Grade Six**

### *Media Elements*

1. Explore why various physical combinations of media components, production techniques and medium formats are chosen and utilized in construction of media communications for specific audiences (e.g., visual design, text structures, language choice, sound and motion, and production special effects).

## **Grade Seven**

### *Media Elements*

1. Compare and contrast the various physical combinations of media components, production techniques and medium formats utilized in the construction of media communications for specific audiences (e.g., visual design, text structures, language choice, sound and motion, and production special effects).
2. Analyze information found in graphic representations to see if it is aligned with the original intent of the author, artist or producer.

## **Grade Eight**

### *Media Elements*

1. Distinguish between the design features and characteristics of consumer products, functional materials and public documents and presentations (e.g., brochures, newspapers, advertisements, newscasts).
2. Assess the use and relationship between various multimedia components, production techniques and medium formats chosen to alter fact and data and develop persuasive key viewpoints for specific listeners and viewers based on age, gender, ethnicity, geography and social economics.

# LIBRARY GUIDELINES

## Grades 9-12

**Benchmark A:** Comprehend that media communications deliver information and messages that regard social, political, economical, aesthetic and ethical issues.

### Grade Nine

#### *Media Messages*

1. Infer and summarize information communicated, delivered and received by society as a whole.
2. Identify factors that influence reasons for the communication and delivery of information regarding social, economic, political, aesthetic and ethical issues (e.g., debate, argument, advocacy, policy, positioning).

### Grade Ten

#### *Media Messages*

1. Examine the social, economic, political, aesthetic and ethical functions and purposes embedded in media communications.
2. Compare and contrast the effectiveness of multimedia components and medium formats used to produce and deliver various communications and information for social, economic, political, aesthetic and ethical issues.

### Grade Eleven

#### *Media Messages*

1. Assess information communicated, delivered and received by society as a whole.
2. State reasons for media communications and delivery in support of social, economic, political, aesthetic and ethical issues (e.g., debate, argument, advocacy, policy, positioning).

### Grade Twelve

#### *Media Messages*

1. Examine and evaluate information communicated, delivered and received by society as a whole.
2. Analyze and critique social, economic, political, aesthetic and ethical functions and purposes embedded in media communications.

# LIBRARY GUIDELINES

**Benchmark B:** Evaluate various media practices used to contribute to the effectiveness of media communications and their impact on social, political, economical and ethical issues.

## Grade Nine

### *Media Elements*

1. Recognize the conventions of visual media genres (e.g., talk shows, newscasts, documentaries, commercials, advertisements, billboards, Web pages).
2. Determine why and how intent and use of multimedia components, organizational patterns, production techniques and medium formats inform or influence social, economic, political, aesthetic and ethical issues (e.g., editing, figurative language, sound devices, literary techniques, black and white footage, set design in social-cultural contexts, effective packaging).

## Grade Ten

### *Media Elements*

1. Discuss manipulation of the rules and expectations for media genres to affect and influence social economic, political, aesthetic and ethical issues, and society as a whole.
2. Assess procedures and decision-making processes involved in the construction of various media communications and messages, and the degree to which the results impact social, economic, political, aesthetic and ethical issues, and society as a whole.
3. Demonstrate how use of multimedia components, organizational patterns, production techniques and medium formats to inform or influence social, economic, political, aesthetic and ethical issues (e.g., editing, figurative language, sound devices, literary techniques, black and white footage, set design in social-cultural contexts, effective packaging).

## Grade Eleven

### *Media Elements*

1. Critique procedures and decision-making processes involved in the construction of media communications and messages, for results that impact social, economic, political, aesthetic and ethical issues, and society as a whole.
2. Assess and consider the legal and ethical responsibilities involved in the construction and delivery of media communication and information.



# LIBRARY GUIDELINES

## Grade Twelve

### *Media Elements*

1. Employ as appropriate Universal Design principles for construction of media communications, messages and products that address social, economic, political, aesthetic and ethical issues.
2. Employ and practice legal and ethical responsibilities involved in the construction and delivery of media communications and information that address social, economic, political, aesthetic and ethical issues.

**Benchmark C:** Critique and evaluate the intended impact of media communications and messages when delivered and received by society as a whole.

## Grade Nine

### *Communicating With Media*

1. Infer and state the influence of media communications on society as a whole and in the shaping of governmental, social and cultural norms.
2. Examine media communications for accuracy, relevancy, credibility and appropriateness (e.g., validity of authority, objectivity, balanced coverage, publication date, testimonial, glittering generalities, emotional word repetition, bait and switch).
3. Recognize propaganda and rhetorical devices embedded in visual and text media components.
4. Examine media communications and information products for the alignment of content, context and projected values.

## Grade Ten

### *Communicating With Media*

1. Summarize and state the pros and cons of media communications on society as a whole and in the shaping of governmental, social and cultural norms.
2. Assess media communications for bias, fallacious reasoning, unsupported inferences, propaganda, rhetoric, stereotyping, accuracy, relevancy and credibility.

## Grade Eleven

### *Communicating With Media*

1. Assess influences of media communications on society as a whole and in the shaping of governmental, social and cultural norms.
2. Assess media communications for complexities and discrepancies, as well as for accuracy, relevancy and credibility.

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3. Critique media communications and information products for alignment of content, context and projected values.

## Grade Twelve

### *Communicating With Media*

1. Analyze the influences of media communications on society as a whole and in the shaping of governmental, social and cultural norms.
2. Critique media communications for complexities and discrepancies, accuracy, relevancy and credibility.
3. Evaluate media communications and information products for alignment of content, context and projected values.

K-12 Library

# Alignment of Benchmarks and Indicators by Grade Band



# LIBRARY GUIDELINES

## Grades K-12

### Library Management

**Effective school library media programs support the mission and continuous improvement plan of the school district.**

School library media program services support the evaluated needs of education stakeholders and are designed to impact student achievement. Library services are developed from research-based best practices and evaluated program data. Library program leadership is provided by credentialed school library media specialists.

**Benchmark A:** Develop a library strategic plan that achieves a dynamic school library program and includes a mission and vision, measurable goals, operational management procedures, instructional strategies and an evaluation component.

### *Strategic Planning*

1. Obtain and analyze building and district data that conceptualizes student needs, including:
  - a. Mission statement;
  - b. Continuous improvement plan;
  - c. Proficiency results;
  - d. Local report card.
2. Interpret and present national data (reports and studies) which inform the development of effective school library programs.
3. Identify and integrate research-based best practices which facilitate the design of effective instructional strategies.

**Benchmark B:** Engage education stakeholders in the process of identification of essential school library services.

### *Stakeholder Engagement*

1. Involve district administration in the identification of school library program services (e.g., library supervisor, curriculum director, technology director, superintendent, school board members, building principal).
2. Form a school library advisory committee at the building level whose membership consists of a variety of education stakeholders (e.g., principal, teachers, students, parents, community members, librarians).

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3. Analyze library program needs identified by the library advisory committee and solicit feedback from library stakeholders (e.g., collect feedback via forums, focus groups, surveys, comment cards).

**Benchmark C:** Utilize a research-based process, in collaboration with teachers, to integrate the library program with academic content standards and the district curriculum.

## *Program Management*

1. Provide library skills instruction which is integrated across the curriculum in the following areas:
  - a. Information literacy;
  - b. Technology literacy;
  - c. Media literacy.
2. Collaborate with teachers to integrate library services and resources throughout the curriculum:
  - a. Develop curriculum linkages between the library guidelines and the academic content standards;
  - b. Facilitate the identification of resources used to implement the academic content standards including primary and secondary sources;
  - c. Participate in building/district instructional initiatives.
3. Collaborate with teachers to assess student learning.
4. Assess the progress of and collect data on all library instructional activities.

**Benchmark D:** Provide a structured management process for school library program administration.

## *Program Management*

1. Develop and document policies that guide the delivery of school library program services:
  - a. Library program management;
  - b. Budgetary procedures;
  - c. Collection development plan;
  - d. Selection and acquisition policy;
  - e. Acceptable Usage Policy (AUP);
  - f. Reconsideration policy;
  - g. Library usage strategies;
  - h. Copyright and fair use policy;
  - i. Equipment operation and safety compliance.

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2. Establish procedures to enable the efficient accomplishment of administrative tasks (e.g., material procurement, fines/fees, inventory control).
3. Collect and analyze data from school library services and use data to improve the library program (e.g., circulation statistics, facility usage statistics, expenditures, curricular area requests).

**Benchmark E:** Maintain a library program that is accessible by ALL students and staff when needed, all day, every day.

1. Establish library hours of operation that ensure that all students have access to the school library media center.
2. Develop a virtual presence for the school library.

**Benchmark F:** Define the role of the district school library supervisor, the credentialed/licensed school library media specialist and the classified school library paraprofessional and/or library clerk.

## *Staff Roles*

1. Create or contribute to the development of job descriptions for credentialed and classified district and school library staff.
2. Utilize appropriate evaluation tools for credentialed and classified school library staff.
3. Participate in district mentoring activities and develop activities to assist with the mentoring of new library staff members.
4. Develop individual professional development plans within district guidelines for all library staff members.
5. Identify and participate in library-oriented professional development activities.

**Benchmark G:** Use effective communication strategies to publicize the school library media program to students, faculty, administrators, parents and community members.

## *Stakeholder Focus*

1. Publicize school library activities.
2. Announce new materials and services to library stakeholders.
3. Present reports to building and district administration.

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4. Communicate school library activities to parents and community members.
5. Utilize data-driven decision making to evaluate results of communication strategies.

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# LIBRARY GUIDELINES

## Grades K-12

### Collection Development and Curriculum

**Effective school library media programs support and enhance the curriculum and are an integral part of teaching and learning.**

The school library media program provides all students with up-to-date resource collections consisting of print, nonprint and electronic materials that are aligned with the local curriculum, support Ohio's academic content standards and are selected with input from education stakeholders. The school library media specialist collaboratively plans curriculum-based school library activities, instruction and assessment with the classroom teacher.

**Benchmark A:** Establish a collection development plan which identifies policies and procedures for the selection, evaluation, acquisition and maintenance of materials to be included in a high-quality school library collection.

### *Collection Development*

1. Include education stakeholders in the collection development planning process (e.g., administrators, teachers, students, parents and community members).
2. Analyze the school Continuous Improvement Plan (CIP), mission statement, and instructional goals in order to assess curricular and personal information needs of students and teachers.
3. Conduct a needs assessment to identify strengths and weaknesses in the existing library collection, and create a collection development plan that identifies materials needed to support the local curriculum and academic content standards.
4. Provide a collection that meets the personal needs of students (e.g., consider curricular needs, student interest, formats for students with disabilities).
5. Identify criteria for the evaluation of materials (e.g., consider alignment with curriculum and academic content standards, literary quality, currency /copyright date, accuracy, reading level, appropriateness of material presented, bias, appeal, value, quality and format of the material).
6. Develop an acquisition policy that describes how library materials are acquired for the collection. (e.g., describe the process for obtaining materials).
7. Describe guidelines for purchasing materials (e.g., budgeting, requisition, purchasing, receiving, paying).



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8. Design a collection maintenance program to keep the collection current, including procedures for:
  - a. Inventory of materials;
  - b. Replacement of worn or damaged material;
  - c. Weeding inaccurate or outdated material;
  - d. Relocating and/or appropriate storage of material;
  - e. Repairing damaged material.
9. Establish procedures for both quantitative and qualitative evaluation of the collection (e.g., quantitative-collection value, collection age, curriculum alignment; qualitative - collection meets the needs of students and teachers).
10. Provide materials in a variety of formats (e.g., print, multimedia, multisensory, tactile, auditory, electronic).
11. Provide a collection that reflects the needs of students who learn at various rates and have different learning styles.

**Benchmark B:** Provide access to resources located within and outside the walls of the school building (local, state and regional networks).

1. Promote the use of state-provided electronic resources and select additional resources to support the curriculum.
2. Develop a library Web page in order to provide 24/7 access to school library materials and includes links to:
  - a. Online Public Access Catalog (OPAC);
  - b. School, district, and state electronic resources;
  - c. Evaluated Web sites that support the local curriculum.

**Benchmark C:** Provide procedures for reconsideration of materials.

## *Material Reconsideration*

1. List specific steps to be taken when materials are challenged (e.g., include the use of a written reconsideration form, identify whether the entire work is being challenged or only portions, determine if the complete work was read/viewed, or only excerpts, by the person submitting the challenge).
2. Establish guidelines for composition of a reconsideration committee and create a standing committee that reviews all challenged material, supplement the standing committee with appropriate curriculum designees based on the academic content area of the challenge

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(e.g., administrator, library media specialist, teacher, higher education faculty, student, parent, community member).

3. Develop guidelines for the reconsideration committee members to use as they review the challenged material (e.g., the reconsideration committee should be required to read or view the entire work).
3. Determine how the reconsideration committee will submit findings and or recommendations to the administration and/or school board for final reconsideration decision.

**Benchmark D:** Provide leadership and assistance to faculty in the area of instructional design, collection evaluation, library-based technologies, and acquisition and utilization of curriculum-based school library resources.

## *Collaboration*

1. Demonstrate sound instructional design principles in the delivery of library instruction for both students and faculty.
2. Assist faculty with the integration of school library resources into the instructional process and include strategies for incorporating differentiated instruction practices into the design of lessons and activities.
3. Collaborate with teachers to design instruction that incorporates library resources and educational technology into teaching and learning.
4. Build awareness of statewide educational technology resources.
5. Meet with teachers to assist them in providing resources that will enhance their instruction.
6. Provide assistance in the teaching of various aspects of the lesson.
7. Collaborate with teachers to develop student assessments that include the evaluation of student activities performed in the school library.
8. Collaborate with teachers to develop assessment strategies that evaluate the usage of school library resources in teaching and learning.

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## Grades K-12

### Literacy and Reading Support

**Effective school library media programs promote and encourage reading for academic achievement, lifelong learning and leisure pursuits.**

School library media programs offer reading enrichment programming through participation in national and state reading celebrations and initiatives. The school library media specialist collaboratively plans reading activities with classroom teachers. School library media staff read to students, promote literature, reinforce reading skills and encourage independent reading for personal enjoyment.

**Benchmark A:** Provide students with age-appropriate fiction and nonfiction reading material and assist in the location and selection of reading materials based on student reading level, interests and information needs.

#### *Library Organization*

1. Utilize a standard classification system to organize library materials (e.g., Dewey Decimal System or Library of Congress Classification System).
2. Catalog all library materials.

#### *Reading Instruction*

3. Provide reading material in a variety of formats and reading levels (e.g., print, nonprint, large print, audio, electronic, high-interest/low-level).
4. Develop displays and exhibits to promote reading.
5. Provide instruction on material selection strategies.
6. Provide instruction on knowledge of book structures and how these structures affect the gathering and organization of information (e.g., title page, glossary, bibliography, appendix, table of contents, index, footnotes, headings).
7. Provide instruction in the identification of primary and secondary sources.

**Benchmark B:** Read to students.

#### *Reading Instruction*

1. Select age-appropriate reading material for a variety of purposes (e.g., information, personal enjoyment, lifelong learning).
2. Ask targeted questions while reading to determine if meaning is clear.

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3. Discuss pictures, illustrations, charts, tables and other graphs that explain the story.
4. Identify and discuss main ideas and details in fiction, nonfiction and poetry while reading.
5. Identify and discuss possible themes, likely motives, traits of characters and the effect of setting on fiction, nonfiction and functional reading selections while reading.
6. Identify and discuss cause and effect relationships, compare and contrast, fact vs. opinion, and sequencing through exposure to multiple sources while reading.
7. Speculate about authors' purposes, views and interests through evaluation of chronological order, order of importance and spatial order while reading.

**Benchmark C:** Tell stories and facilitate multidisciplinary reading experiences.

## *Reading Instruction*

1. Tell stories utilizing the full range of storytelling methodologies (e.g., oral, draw and tell, props, voices, song, acting, characters, audience participation, puppetry, readers theatre).
2. Extend and enrich reading experiences through technology and multimedia activities.
3. Integrate reading with speaking, listening, viewing and writing experiences.
4. Provide reading experiences and opportunities for students to:
  - a. Participate in discussions, respecting the contributions of others and using techniques to retain information;
  - b. Draw logical inferences and conclusions from oral and visual communications;
  - c. Ask relevant questions concerning a speaker's content, delivery and purpose;
  - d. Respond to permissive messages with probing questions, challenges or affirmations regarding the evidence that supports the listener's claims and conclusions;
  - e. Evaluate the credibility of a speaker (e.g., hidden agenda, slanted or biased material);
  - f. Recognize discrepancies between speakers' verbal and nonverbal messages;
  - g. Work in group settings in which students employ group decision-making techniques including brainstorming and problem-solving.

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**Benchmark D:** Provide readers advisory services.

## *Reader's Advisory*

1. Promote the school library as a gateway to additional reading materials and information networks.
2. Instruct students in methods for obtaining material not available in their school library (e.g., interlibrary loan, public library, academic library).
3. Provide book talks.
4. Promote award-winning books.
5. Extend the reading experience by suggesting additional titles in a series, or identifying additional works within a genre or works with similar themes.

**Benchmark E:** Participate in state and national reading activities such as Children's Book Week, Teen Read Week, National Library Week, School Library Month, Right to Read Week.

## *Reading Promotions*

1. Facilitate multidisciplinary reading activities.
2. Extend and enrich reading experience through technology and multimedia activities.
3. Collaborate with coordinators of reading initiatives, obtain participatory materials, and communicate initiatives to stakeholders.

**Benchmark F:** Facilitate linkages to reading activities, such as after school programs, public library reading clubs, summer reading programs and other literacy initiatives.

## *Collaboration*

1. Participate in school reading/literacy initiatives.
2. Identify reading/literacy initiatives available in the community.
3. Collaborate with public libraries and encourage students to participate in public library programs (e.g., after-school reading activities, summer reading club and others).

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# LIBRARY GUIDELINES

**Benchmark G:** Provide time for sustained silent reading.

## *Sustained Silent Reading*

1. Facilitate reading for a sustained period of time utilizing self-selected and assigned materials.
2. Encourage independent reading.

**Benchmark H:** Share multicultural children's books in culturally conscious ways.

## *Multicultural Resources*

1. Use works written by and about various ethnicities and cultural groups.
2. Discuss the application of dialects and culture through multiple reading experiences.
3. Explain stereotypes and mindsets, including gender, through literature.
4. Extend awareness of gender, culture and historical perspectives through literature.

**Benchmark I:** Assist teachers in choosing high-quality literature to supplement and enrich their curricular studies.

## *Professional Materials*

1. Collaborate with teachers in the selection of professional material.
2. Provide and publicize professional material.
3. Identify and promote books that reinforce concepts in Ohio's academic content standards.
4. Provide bibliographies on curricular topics.
5. Distribute information on selection and acquisition of content-based material (e.g., resources for selecting teaching materials for specific content areas).
6. Promote insightful and thoughtful use of books by teachers.

# LIBRARY GUIDELINES

## Grades K-12

### Library-based Technology

**Effective school library media programs provide, integrate and utilize a technology rich environment to support teaching and learning.**

Expanded access to information is achieved by providing cutting-edge technologies that enable the school library media center to function as a virtual gateway to information. Technology is used to acquire, organize, produce and disseminate information. Assistive technologies equalize access to information for all students. The school library media specialist provides leadership to students and staff in the use of the Internet, electronic resources and other library-based technologies.

**Benchmark A:** Provide, integrate and utilize online public access catalogs (OPACs) to locate and circulate school library materials.

### *Library Organization*

1. Utilize a standard classification system to organize library materials (e.g., Dewey Decimal System or Library of Congress Classification System).
2. Standardize library catalog records in MARC (Machine Readable Cataloging) format.
3. Develop material-lending policies based on input from stakeholders.
4. Provide remote access to the school library OPAC (e.g., classroom and home access).

### *Interlibrary Cooperation*

5. Facilitate linkages to external library catalogs.
6. Develop strategies for acquiring materials from external sources (e.g., interlibrary loan).

**Benchmark B:** Provide networked computers for staff and student use.

### *Technology Infrastructure*

1. Provide computer networks which enable the acquisition and transfer of information.
2. Provide Internet accessibility.
3. Provide e-mail accessibility.

### *Responsible Usage*

4. Participate in the development of local school-board adopted Acceptable Use Policies (AUPs).

# LIBRARY GUIDELINES

5. Practice ethical and responsible use of library networks and library-based technologies.

**Benchmark C:** Demonstrate effective usage of library-based technologies, including the Internet and other electronic resources for teaching and learning.

## *Professional Development*

1. Include technology professional development in the library media specialist's Individual Professional Development Plan (IPDP).
2. Provide staff development on the usage of library-based technologies.
3. Lead the integration of library-based technologies into the curriculum (e.g., identify library-based technologies that align with instruction).
4. Demonstrate technology projects that utilize active learning.
5. Provide access to multimedia equipment (e.g., computers, cameras, sound devices, projectors, portable devices).
6. Facilitate connections with agencies that lend technology equipment and assistive devices.
7. Engage stakeholders in the selection and utilization of both free and fee-based electronic resources.
8. Assist teachers with the use and integration of the Internet and electronic resources into teaching and learning.
9. Facilitate linkages to and integration of state electronic resources (e.g., Area Media Centers, INFOhio, ODE Instructional Management System, Ohio Historical Society, Ohio Resource Center).

**Benchmark D:** Develop a virtual school library presence that students may access remotely.

## *Virtual School Library*

1. Develop a school library Web site.
2. Provide information about school library services, hours of operation, staff, user guides, pathfinders, Internet access, and other available resources.
3. Connect the virtual school library to the school building and district Web sites.



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**Benchmark E:** Provide assistive technologies to make all library services accessible to staff and students with disabilities.

## *Assistive Technology*

1. Collaborate with stakeholders to identify effective assistive technologies that enable all students to access school library services.
2. Facilitate linkages to district, community and state assistive technology services for information and device lending (e.g., educational service centers, special education regional resource centers—SERRC centers, Ohio Resource Center for Low-Incidence and Severe Handicaps—ORCLISH).

**Benchmark F:** Practice and communicate ethical and responsible use of library-based technologies.

## *Responsible Usage*

1. Provide information on copyright, intellectual freedom, ownership rights and fair use of materials.
2. Demonstrate responsible and ethical usage of library-based technologies.

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# LIBRARY GUIDELINES

## Grades K-2

### Information Literacy

**Effective school library media programs provide information literacy skills instruction.**

Information literacy is the ability to locate, process, evaluate and utilize information. School library media programs provide information resources in a variety of formats and readability levels. The school library media specialist teaches students how to access, use and evaluate information resources efficiently and ethically based on academic or personal need. This instruction should be correlated to specific academic content standards and taught as an integrated process.

**Benchmark A:** Locate the school library media center, recognize library staff members and participate in library activities.

### Kindergarten

#### *Library Awareness*

1. Locate the school library media center and recognize library staff members.
2. Identify items found in the library media center (e.g., books, magazines, computers).
3. Understand that many activities take place in the library media center (e.g., reading, movies, puppet plays, storytelling, studying, exploring).

#### *Lifelong Learning*

4. Know that there is a library in the community—public library—that students may visit with their parents.

### Grade One

#### *Library Awareness*

1. Locate the school library media center and recognize library staff members by name.
2. Discuss the roles of the library media center staff members and compare them to classroom teachers. (The librarian helps me find books and information.)
3. Understand that the library media center has materials that everyone may use.
4. Participate in library media center activities (e.g., story time, readers theatre).

#### *Lifelong Learning*

5. Know that the public library has books and materials that students may use and borrow.

# LIBRARY GUIDELINES

## Grade Two

### *Library Awareness*

1. Visit the library media center when needed for classroom projects or personal reading.
2. Understand the roles of various library media center staff members (What does the librarian do?).
3. Participate in library media center activities and reading celebrations (e.g., story time, Children's Book Week, Read Across America Day).

### *Lifelong Learning*

4. Know that the public library has many activities for students (e.g., book clubs, guest speakers, summer reading programs).

**Benchmark B:** Recognize that the school library media center has a variety of books and materials that may be used and borrowed, and understand the importance of proper care of these materials.

## Kindergarten

### *Library Awareness*

1. Explore areas of the library media center with assistance from library media staff and classroom teachers (e.g., easy books, story area, listening centers, computer lab).
2. Select books with guidance from the library media staff and classroom teacher.

### *Circulation*

3. Checkout books with help from the library media staff and classroom teacher.

### *Responsible Use*

4. Know that books may be taken home but must be returned.
5. Discuss proper care of library books.

## Grade One

### *Library Awareness*

1. Browse areas of the library media center with assistance from library media staff and classroom teachers (e.g., easy books, story area, listening centers, computer lab).

### *Circulation*

2. Look at easy books and select books to checkout.
3. Know how to checkout books.
4. Know when to return books and where to put them.

### *Responsible Use*

5. Discuss proper care of library books and materials.

## Grade Two

### *Library Awareness*

1. Know that library media center materials are provided in several formats (e.g., print, nonprint, audio, video, multimedia).

# LIBRARY GUIDELINES

## *Circulation*

2. Locate sections of the library media center based on need or activity (e.g., story area, listening centers, computer lab).
3. Select books and other library media materials to borrow.
4. Use correct procedure to checkout books and materials.
5. Return books and materials on time.

## *Responsible Use*

6. Demonstrate proper care of books and other library media center materials.

**Benchmark C:** Understand that library books and materials are housed in specific areas of the library media center.

## **Kindergarten**

### *Library Organization*

1. Know that storybooks are in the easy book section.
2. Know that the library catalog gives access to information about all of the books and materials in the school library media center.

## **Grade One**

### *Library Organization*

1. Know that books are placed in order on the bookshelves.
2. Know that some books are true and others are make-believe (e.g., nonfiction and fiction).
3. Use the library catalog to find books, with teacher or librarian assistance.

## **Grade Two**

### *Library Organization*

1. Understand that easy books are arranged alphabetically by the author's last name.
2. Understand that nonfiction books are arranged on the shelf by numbers.
3. Know the difference between easy books, chapter or fiction books and nonfiction books.
4. Explore library media center materials using the library catalog, with assistance.

# LIBRARY GUIDELINES

**Benchmark D:** Read and listen to stories for schoolwork and personal enjoyment.

K

## Kindergarten

1. Listen to stories read by library media center staff.
2. Look at books and read for pleasure.
3. Use picture clues to help understand reading material.
4. Know that there are many types of books (e.g., story books, rhyming books, counting books).

## Grade One

1. Listen to stories, look at books and read for pleasure.
2. Ask questions to help understand information found in reading material.
3. Participate in literary-enrichment activities (e.g., story time, puppet theatre, draw and tell stories).
4. Know that authors write books and illustrators draw pictures in books.

## Grade Two

1. Listen to books read aloud, explore library materials and read for pleasure.
2. Discuss characters and retell events and facts presented in the reading material.
3. Participate in literary-enrichment activities (e.g., choral speaking, creative dramatics and other library enrichment activities).
4. Identify simple literary styles (e.g., standard, rhyming, alliteration).
5. Read Caldecott Award books and understand that the book award is given for the best book illustrations.

**Benchmark E:** Understand what information is and use a process to find information.

## Kindergarten

### *Understanding Information*

1. Identify what information is and recognize that it can be represented in a variety of ways (e.g., numbers, words, pictures, sounds).

### *Decide*

2. Decide what information is needed.

### *Find*

3. Find the information with the assistance of the teacher or librarian (e.g., using books or observations).

# LIBRARY GUIDELINES

*Use*

4. Use the information by sharing ideas and experiences.

## **Grade One**

*Understanding Information*

1. Talk about the difference between factual information and fiction (e.g., what is real and what is pretend or make-believe).

*Decide*

2. Decide what information is needed (e.g., brainstorm needs by deciding what you already know, what you need to know, and what you want to learn).

*Find*

3. Find information about the topic by using library materials.

*Use*

4. Use the information and communicate findings orally, visually or in writing.

*Check*

5. Check work by discussing the process used to find the information.

## **Grade Two**

*Understanding Information*

1. Tell about the purposes of information use (e.g., information is helpful in solving problems).

2. Distinguish between fact and fiction (e.g., discuss and compare fact-based documents about a topic with stories about the same topic).

*Decide*

3. Ask questions to investigate problems or topics (e.g., use brainstorming or graphic organizers to decide what information is needed about the topic).

*Find*

4. Find information about a question using library resources.

*Use*

5. Use information to communicate findings orally, visually or in writing and draw conclusions about findings.

*Check*

6. Check the work and explain the process used to find information.

# LIBRARY GUIDELINES

## Grades K-2

K

### Technology Literacy

Effective school library media programs provide technology literacy skills instruction in the use of library-based technologies.

Technology literacy skills include the appropriate and ethical use of technology for information access, retrieval, production and dissemination via electronic resource networks and the Internet.

**Benchmark A:** Understand that school library materials may be provided in electronic formats that are organized in a system and that access to the system may be provided electronically.

### Kindergarten

1. Know that the school library has technology-based resources (e.g., computer, television, sound devices).
2. View/listen to multimedia library resources (e.g., listening station, video, DVD).
3. Understand directions for using library technology.

### Grade One

1. Use library computers, software and multimedia materials with assistance.
2. Know that information about library resources is stored in the online public access catalog.

### Grade Two

1. Logon to library network/computer system with assistance (e.g., know username and password).
2. Explore the online public access catalog with assistance (e.g., locate OPAC icon, open OPAC, browse entries).

# LIBRARY GUIDELINES

**Benchmark B:** Apply basic Internet browser and navigation skills to search for information on the Internet.

## Kindergarten

### *Internet Concepts*

1. Talk about the Internet as an information source.
2. Use Web page functions:
  - a. Scroll up and down page;
  - b. Click on links;
  - c. Use back button.

## Grade One

### *Internet Concepts*

1. List types of information available on the Internet (e.g., school Web site, local information, animals, maps).
2. Use teacher- or librarian-selected Web sites to find information or learn new things.
3. Use browser tools and buttons:
  - a. Forward and back button;
  - b. Home button;
  - c. Choose a link from the bookmarks or favorites list.

## Grade Two

### *Internet Concepts*

1. Demonstrate the use of browser elements including the toolbar, buttons, favorites or bookmarks, and tell their function.
2. Access the school Web page and the school library Web site.
3. Search for information in an online encyclopedia using a topical search (e.g., choose from a list of topics moving from broad—animals to more specific—panda).
4. Read information from a Web site assigned by teacher and identify the name and topic of the Web site.



# LIBRARY GUIDELINES

## Grades K-2

K

### Media Literacy

**Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.**

Media literacy encompasses the use of communication competencies and critical thinking skills, including the ability to access, interpret, evaluate and communicate information delivered in a variety of medium formats. Media-based resources include print and nonprint materials that use image, text, language, sound and motion to convey informational communications and messages.

**Benchmark A:** Explore the intended effect of media communications and messages when delivered and received for personal and various other purposes.

### Kindergarten

#### *Communicating With Media*

1. List personal reasons for creating media communications and messages (e.g., tell a story, to ask for something, to make someone happy).

#### *Media Messages*

2. View familiar information in everyday messages (e.g., birthday greeting, holiday greeting, toy advertisement, road sign, warning label).

### Grade One

#### *Communicating With Media*

1. Ask and answer questions about why people communicate through media (e.g., recognize the reason for the message).

#### *Media Messages*

2. Recognize familiar information in messages communicated through media (e.g., use context clues and graphic symbols that help to understand the purpose, function and important idea in media communications).

### Grade Two

#### *Communicating With Media*

1. Discuss how various elements of print and nonprint medium formats are used to gain the attention of various audiences, and affect their feelings and thoughts (e.g., size, color, shape, sound and voice, motion).
2. Ask and answer questions concerning the purpose and function of print and nonprint media communications created by a variety of people (e.g., why, who, where, when and how).

# LIBRARY GUIDELINES

**Benchmark B:** Distinguish between a variety of elements used to create and construct media communications for personal and various other purposes.

## Kindergarten

### *Media Elements*

1. Recognize a variety of print and nonprint formats used in the delivery of media messages (e.g., book, television, film, radio, CD-ROM, DVD, e-mail, Web pages, photographs, charts and graphs).

## Grade One

### *Media Elements*

1. Recognize printed text, symbols, shapes and other graphics used in media communications.
2. Identify a variety of sounds, voice tones and facial expressions used to convey emotion.
3. Explain how clothing and costume are used to convey factual and fictional information.

## Grade Two

### *Media Elements*

1. Identify various media communications and messages in print and nonprint formats (e.g., newspaper, television news broadcast, commercial, radio announcements).
2. Sort and label a variety of sounds, voice tones and face expressions used to illustrate emotion (e.g., loud, soft, silent, happy, whiny, sad, angry).
3. Identify characteristics of motion and movement (e.g., fast, slow, smooth, jerky).

# LIBRARY GUIDELINES

## Grades 3-5

### Information Literacy

**Effective school library media programs provide information literacy skills instruction.**

Information literacy is the ability to locate, process, evaluate and utilize information. School library media programs provide information resources in a variety of formats and readability levels. The school library media specialist teaches students how to access, use and evaluate information resources efficiently and ethically based on academic or personal need. This instruction should be correlated to specific academic content standards and taught as an integrated process.

**Benchmark A:** Access the library media center facility, staff and resources whenever an academic or personal information need arises, and demonstrate appropriate use of library materials.

### Grade Three

#### *Library Awareness*

1. Visit the library media center for academic or personal information needs.
2. Ask the library media specialist or library staff member for assistance, as needed.
3. Explore all areas of the library media center (e.g., biography section, reference section, multimedia production center).

#### *Lifelong Learning*

4. Describe various formats of library media center materials (e.g., print, nonprint, audio, video).
5. Use correct procedures to check library books and materials out and in.
6. Return books and materials on time.
7. Use proper care of books and library media center materials appropriately.
8. Understand that when students visit the public library, the public librarian will assist them with information needs.

### Grade Four

#### *Library Awareness*

1. Understand that the library media center is always open through the library Web site.
2. Describe information needs to the library media specialist or library staff member and ask for assistance, as needed.

# LIBRARY GUIDELINES

## *Lifelong Learning*

3. Identify materials and equipment housed in various sections of the library media center and describe their purpose.
4. Access library media center materials based on format (e.g., print, nonprint, audio, video).
5. Use a variety of library material formats to answer questions.
6. Follow proper procedure for checking library books and materials out and in, and return materials on time.
7. Demonstrate proper care of books and library media materials.
8. Understand the differences between the school library media center and the public library.

## **Grade Five**

### *Library Awareness*

1. Access the library facility and online library when needed.
2. Describe information needs to the library media specialist or library staff member and develop strategies to fulfill the need.
3. Select library media center materials based on format and need (e.g., print, nonprint, audio, video).
4. Use a variety of library material formats to answer questions and solve problems.
5. Follow circulation procedures.
6. Participate in library activities appropriately and demonstrate responsible use of library materials.
7. Suggest ways to participate in library media center activities and reading celebrations.
8. Access the public library online when needed.

## *Lifelong Learning*

**Benchmark B:** Understand that school library books and materials are organized in a system, and use the system to locate items.

## **Grade Three**

### *Library Organization*

1. Understand that easy books and fiction books are organized on a shelf alphabetically by the author's last name.
2. Understand that information books are arranged on the shelf according to their subject using the Dewey Decimal System.
3. Know the difference between easy books, chapter books, fiction books and nonfiction books.

# LIBRARY GUIDELINES

## *Library Catalog*

4. Locate resources using a title, subject and/or author search in the library catalog.

## **Grade Four**

### *Library Organization*

1. Locate easy and fiction books on the shelf using call numbers.
2. Locate information using call letters.
3. Understand that biography books are arranged on the shelf alphabetically by the last name of the person they are about.
4. Understand that reference books are nonfiction books that may be used to find answers (e.g., dictionary, encyclopedia, almanac).

## *Library Catalog*

5. Locate resources using a title, subject and/or author search in the library catalog.

## **Grade Five**

### *Library Organization*

1. Locate easy, fiction, biography and information books on the shelf using call numbers/letters.
2. Recognize Dewey Decimal Classification headings and become familiar with books found in several classes (e.g., sports books are in the 700s).
3. Know that reference material is available in a variety of formats (e.g., print, electronic, online).
4. Search the library catalog by title, subject, author and keyword to locate library materials and needed information.

**Benchmark C:** Explore and use various forms of literature for schoolwork and personal enjoyment.

## **Grade Three**

### *Reading Encouragement*

1. Listen to stories read by library media center staff.
2. Discuss characters, plot, setting and themes in reading material.
3. Participate in choral speaking, creative dramatics and other literary enrichment activities.
4. Understand that books may be written in a series.
5. Read for pleasure and information.
6. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

## **Grade Four**

### *Reading Encouragement*

1. Listen to stories, books and other informational items read by library media center staff.

# LIBRARY GUIDELINES

2. Identify simple fictional genres (e.g., fantasy, mystery, romance, historical fiction, science fiction).
3. Read for pleasure and information and identify characters, plot, setting and themes in reading material.
4. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

## Grade Five

### *Reading Encouragement*

1. Read for pleasure and information and discuss the impact that plot, theme and events have on characters in reading material.
2. Identify simple fictional genres (e.g., fantasy, mystery, romance, historical fiction, science fiction).
3. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

**Benchmark D:** Describe types of information including facts, opinions, primary/secondary sources; and formats of information including number, text, sound, visual, multimedia; and use information for a purpose.

## Grade Three

### *Understanding Information*

1. Distinguish between the concepts of information (organized data and facts) and data (raw facts and figures) and identify examples of each.
2. Recognize that information gathering is based on a need (e.g., gather information to learn more about a topic or gather information to answer questions).

### *Primary/Secondary Sources*

3. Identify primary source information, (first-hand information about a person, place or event), and secondary source information, second-hand information interpreted by another person about a person, place, thing or event (e.g., primary sources such as diaries, letters, objects and photographs; and secondary sources such as textbooks, biographies).

## Grade Four

### *Understanding Information*

1. Collect information (organized data and facts) and data (raw facts and figures) and identify answers to questions (e.g., locate data in a newspaper article, identify information on a sign).
2. Discuss and define the difference between fact and opinion (e.g., fact: the cafeteria served pizza today; opinion: the pizza was good.)
3. Identify ways information can be presented (e.g., text, visual information on a map, information displayed in pictures or as graphics).

# LIBRARY GUIDELINES

## *Primary/Secondary Sources*

4. Use primary source material to describe a person, place, thing or event (e.g., oral history, diary entries, photos, news articles, video files).

## *Reference Sources*

5. Use the following reference sources to find information:
  - a. Dictionary (e.g., keywords, entry, parts of speech, definition);
  - b. Encyclopedia (e.g., keywords, entry, charts and graphs);
  - c. Maps (e.g., locate cities, states, countries).

## **Grade Five**

### *Understanding Information*

1. Develop a systematic plan for organizing information using a basic organizing concept (e.g., subject, chronology, date).
2. Choose a variety of formats for presenting information (e.g., pictures, texts, slides).
3. Understand that there are conditions where information cannot be used (e.g., copyright restrictions on the use of cartoon characters; copying a classmate's project).
4. Distinguish between relevant and irrelevant information in an information source (e.g., information matches question to be answered, facts apply to the topic).

### *Primary/Secondary Sources*

5. Apply primary and secondary sources to investigate a person, place, thing or event, and identify each source as primary or secondary.

### *Reference Sources*

6. Locate information in reference sources, including:
  - a. Subject-specific dictionaries and encyclopedias (e.g., animals, authors, presidents, science, space);
  - b. Atlas/globe;
  - c. Almanac;
  - d. Thesaurus.

**Benchmark E:** Apply a research process to decide what information is needed, find sources, use information and check sources.

## **Grade Three**

### *Decide*

1. Brainstorm available resources and/or possible keywords to use as search terms.
2. Develop a plan for gathering information.

### *Find*

3. Locate materials in library.
4. Summarize and draw conclusions about information gathered.

### *Use*

5. Take simple notes and organize information into a logical sequence.
6. Make a list of resources used.

# LIBRARY GUIDELINES

*Check*

7. Communicate findings orally, visually or in writing and draw conclusions about findings
8. Evaluate the research project.

## **Grade Four**

*Decide*

1. Identify a topic and questions for research.
2. Brainstorm possible keywords or resources.

*Find*

3. Develop a search strategy that uses appropriate and available resources.
4. Explore a variety of resources such as school, public or community resources.

*Use*

5. Summarize and draw conclusions about information gathered.
6. Take simple notes and organize information into a logical sequence.
7. Make a list of resources used.

*Check*

8. Communicate findings orally, visually or in writing and draw conclusions about findings.
9. Evaluate the research project.

## **Grade Five**

*Decide*

1. Generate a topic, assigned or personal interest, and develop open-ended questions for research.
2. Brainstorm possible keywords or resources.

*Find*

3. Develop a search strategy that uses appropriate and available resources including narrowing or broadening the search topic/question.
4. Explore a variety of resources such as school, public or community resources.

*Use*

5. Use peer-evaluation techniques and authentic assessments to analyze information.
6. Skim, take notes, paraphrase and organize information using graphic organizers.

*Check*

7. Create a list of resources using a simple bibliographic format.
8. Communicate findings orally, visually or in writing and draw conclusions about findings.
9. Evaluate the research project and process.



# LIBRARY GUIDELINES

## Grades 3-5

### Technology Literacy

**Effective school library media programs provide technology literacy skills instruction in the use of library-based technologies.**

Technology literacy skills include the appropriate and ethical use of technology for information access, retrieval, production and dissemination via electronic resource networks and the Internet.

**Benchmark A:** Use the online public access catalog to locate school library materials for classroom assignments and personal interests.

### Grade Three

#### *Online Public Access Catalog*

1. Use the author, title and subject search features of the OPAC to locate school library materials.
2. Understand that each item in the OPAC has a bibliographic record which contains information about that item (e.g., age, summary, location, availability).
3. Understand that call numbers and call letters identified on the bibliographic record in the OPAC indicate the physical location of the material.

### Grade Four

#### *Online Public Access Catalog*

1. Search the OPAC by author, title, subject and keyword.
2. Read the OPAC bibliographic record and identify components (e.g., age, summary, location, availability).
3. Identify the call numbers/letters of an item by reading the bibliographic record, then locate the physical item in the library.
4. Determine the status/availability of the item by viewing the bibliographic record in the OPAC (e.g., see if the item is checked out).

### Grade Five

#### *Online Public Access Catalog*

1. Locate and retrieve library materials by searching the OPAC.
2. Select an item of interest by reading the summary located in the bibliographic record.
3. Describe various components of the OPAC bibliographic record.
4. Place materials on hold through the OPAC.

# LIBRARY GUIDELINES

5. Access the OPAC remotely via username and password (e.g., login to the OPAC from the classroom or from home).

**Benchmark B:** Use the Internet to find, use and evaluate information.

## Grade Three

### *Internet Concepts*

1. Label Internet browser elements and explain their function (e.g., toolbar and buttons, favorites/bookmarks, history).

### *Beginning Searching*

2. Type a simple search term in a teacher- or librarian-selected search engine to find general information.
3. Review the home page of a teacher- or librarian-selected Web site.
4. Read the list of results retrieved from a simple search performed in a search engine and select one of the search results to review the information retrieved.
5. Access the school Web page and the school library Web site.

## Grade Four

### *Beginning Searching*

1. Choose a search engine or directory specifically designed for students to locate information on the Internet.
2. Type a simple search term in the search engine or directory to find facts and answer questions.
3. Read the list of results from the search engine or directory to locate potential Web sites relevant to the search topic.

### *Web Site Evaluation*

4. Choose a Web site and examine the information for facts by identifying information on the Web site:
  - a. Author;
  - b. Title;
  - c. Date produced;
  - d. Special features (images, puzzles, activities);
  - e. Available products, services or resources.

## Grade Five

### *Internet Concepts*

1. Explain the elements and meaning of a Web site URL (e.g., name of the site, domain and extensions for specific pages).

### *Beginning Searching*

2. Type a teacher- or librarian-selected URL into the address line of a Web browser to access a search engine and a Web directory.
3. Perform a search in an age-appropriate search engine or a Web directory by typing in one or more search terms.

# LIBRARY GUIDELINES

## *Website Evaluation*

4. Read list of results from the search and select potentially relevant Web sites.
5. Identify information on the Web site (e.g., URL extensions, author, title, date produced, special features (images, puzzles, activities), products, services, resources).
6. Examine the information retrieved from the Web site for the author's expertise, the accuracy of the information presented and the bias.

**Benchmark C:** Understand how to access technology-based school library materials, including library networks and electronic resources, for research.

## **Grade Three**

### *Electronic Resources*

1. Use school library technology-based resources to learn about classroom assignments and discover areas of interest.
2. Demonstrate appropriate library network login and logoff procedure.
3. Use appropriate access code (username, password) to gain access to online resource (e.g., district network resources, subscription—fee-based, databases, and resources that can be accessed remotely?outside the school and/or from home).
4. Use age-appropriate Internet resources and fee-based (subscription resources) delivered by the Internet.

## **Grade Four**

### *Electronic Resources*

1. Use library computers and software (e.g., use menus to select and open programs, control volume, follow printing directions).
2. Understand that technology-based resources may be delivered in a variety of ways (e.g., stand-alone software, network software, Internet resources).
3. Demonstrate use of online fee-based (subscription or pay-per-use) electronic resources (e.g., state and/or district provided resources such as magazine databases, encyclopedias, dictionaries).

## **Grade Five**

### *Electronic Resources*

1. Identify and describe the purpose of various technology-based school library resources (e.g., computer network, multimedia resources).
2. Understand that technology-based resources may be organized by format or topic (e.g., database of magazine articles, electronic photos, digital video).

# LIBRARY GUIDELINES

3. Examine coverage of information in magazine databases, online biography sources and subject guide sources.
4. Use a username and password to access school library and electronic resource databases remotely from the classroom or home.

# LIBRARY GUIDELINES

## Grades 3-5

### Media Literacy

**Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.**

Media literacy encompasses the use of communication competencies and critical thinking skills, including the ability to access, interpret, evaluate and communicate information delivered in a variety of medium formats. Media-based resources include print and nonprint materials that use image, text, language, sound and motion to convey informational communications and messages.

**Benchmark A:** Explain the intended effect of media communications and messages when delivered and received by various audiences and for various purposes.

### Grade Three

#### *Communicating With Media*

1. Know the formats and characteristics of familiar media and discuss how formats are used to gain attention of the audience (e.g., host/hostess, contestant, consumer, audience).
2. List and label the various ways in which people are presented and represented through costume and setting in a variety of media communications delivered and received.

#### *Media Messages*

3. Recognize what type of information is delivered through a specific media message and chosen format (e.g., informational, recreational, personal greeting).

### Grade Four

#### *Communicating With Media*

1. Interpret how an author's and/or artist's intent and choice of visual and text components in media communications and formats appeal to feelings and senses, suggest mood and meaning and influence audience understanding.
2. Differentiate between fact and opinion and relevant and irrelevant information found in media communications.

#### *Media Messages*

3. List reasons for the communication and delivery of information by individuals, groups, businesses and organizations.

### Grade Five

#### *Communicating With Media*

1. Explain how multimedia visual and text components, production techniques, language choice, and facts and opinion are used in various combinations to shape listener, viewer and audience perception.

# LIBRARY GUIDELINES

## *Media Messages*

2. Summarize an author's and/or artist's intent based on the choice and use of multimedia components to appeal to feelings and senses, suggest mood and meaning and inform or influence audience understanding.
3. Identify the intent behind the communication and delivery of information by individuals, groups, businesses and organizations.

**Benchmark B:** Examine a variety of elements and components used to create and construct media communications for various audiences and for various purposes.

## **Grade Three**

### *Media Elements*

1. List and describe the various visual elements and techniques used to design and construct a central idea in print and nonprint media documents and presentations (e.g., color, graphic symbol, sound and motion, camera angles, light and shadow).
2. Identify the roles of various people who help create a print or nonprint media communications, messages and mediums (e.g., writer, artist, editor).

## **Grade Four**

### *Media Elements*

1. Apply and demonstrate how various text elements and organizational structures are used to construct and support a central idea of print and nonprint media documents and presentations (e.g., boldface and italic text fonts, text size, cause and effect, chronological sequence).
2. Explore the roles of various people and careers involved in the construction of media communications, messages and mediums (e.g., director, producer, actor, writer, illustrator, photographer).

## **Grade Five**

### *Media Elements*

1. Employ "use and function" of the various text elements and organizational structures used to construct and support a central idea of print or nonprint media documents and presentations (e.g., font characteristics, paragraph alignment, figurative language).
2. Examine through simulation the roles of various people and careers involved in the construction of a media message (e.g., director, producer, actor, illustrator, photographer).

# LIBRARY GUIDELINES

## Grades 6-8

### Information Literacy

**Effective school library media programs provide information literacy skills instruction.**

Information literacy is the ability to locate, process, evaluate and utilize information. School library media programs provide information resources in a variety of formats and readability levels. The school library media specialist teaches students how to access, use and evaluate information resources efficiently and ethically based on academic or personal need. This instruction should be correlated to specific academic content standards and taught as an integrated process.

**Benchmark A:** Understand the function of the school library media center, recognize other types of libraries, and use a variety of libraries to meet informational and personal needs.

### Grade Six

#### *Library Awareness*

1. Describe information needs to the library media specialist or library staff member and develop strategies to fulfill the need.
2. Recommend books and library materials to include in the school library media center.

#### *Lifelong Learning*

3. Understand that public library items may be placed on hold, reserved or ordered to meet information needs.

### Grade Seven

#### *Library Awareness*

1. Discuss search strategies and information retrieval methods with the library media specialist or library staff member as needed.
2. Participate in library media center activities and reading celebrations (e.g., Right to Read Week, Teen Read Week, School Library Media Month).

#### *Lifelong Learning*

3. Know that public libraries have a variety of sections or departments that provide materials (e.g., children's department, young adult section, local history section, genealogy department).
4. Understand there are many types of libraries that serve as a variety of purposes (e.g., school, public, academic, government).

### Grade Eight

#### *Library Awareness*

1. Access the library facility in person and remotely when needed (e.g., via the Internet).

# LIBRARY GUIDELINES

2. Discuss search strategies and information retrieval methods with the library media specialist or library staff member as needed.
3. Identify books and library materials to include in the school library media center.
4. Participate in library media center activities and reading celebrations (e.g., Right to Read Week, Teen Read Week, School Library Media Month).
5. Utilize public library for informational and personal needs.

*Lifelong Learning*

**Benchmark B:** Identify information needs, select school library media books and materials in a variety of formats, and demonstrate responsible use and ethical behavior when using library media materials.

## Grade Six

*Library Awareness*

1. Select library media center materials based on information need.
2. Use a variety of library material formats as part of the research-process (e.g., print, nonprint, electronic, video, audio).
3. Follow appropriate procedures when borrowing library material (e.g., follow check-out and check-in procedures and return materials on time).

*Circulation*

*Library Organization*

4. Locate fiction books alphabetically by author and information books by Dewey Decimal number.
5. Understand the function of the library reference collection.
6. Locate resources using a title, subject or author and keyword search in the library catalog.

*Responsible Use*

7. Understand that parents must sign the district Acceptable Use Policy (AUP) and that it sets the expectation for appropriate usage of school materials (e.g., books, textbooks, computers, the Internet).
8. Understand the concept of intellectual property (e.g., author's ownership of work).
9. Demonstrate awareness of cultural diversities, differing opinions and points of view.

## Grade Seven

*Library Awareness*

1. Evaluate library materials and select formats based on information need (e.g., print, nonprint, audio, video).

*Circulation*

2. Demonstrate appropriate procedures when borrowing library material (e.g., follow check-out and check-in procedures and return materials on time).



# LIBRARY GUIDELINES

## *Library Organization*

3. Locate fiction and nonfiction books by call letters/numbers.
4. Use the library reference collection to find answers.
5. Locate resources using a title, subject or author, keyword and advanced searches in the library catalog.

## *Responsible Use*

6. Demonstrate awareness of cultural diversities, differing opinions and points of view when using materials.

## **Grade Eight**

### *Circulation*

1. Select appropriate library materials based on information, format and communication need.
2. Demonstrate proper care of books and other library media center materials and use appropriate procedures when borrowing library material (e.g., follow check-out and check-in procedures and return materials on time).

### *Library Organization*

3. Select appropriate reference tools to answer questions.
4. Locate resources using a title, subject or author, keyword and advanced searches search in the library catalog.

### *Responsible Use*

5. Understand that parents must sign the district Acceptable Use Policy (AUP) and that it sets the expectation for appropriate use of electronic resources and the Internet.
6. Understand plagiarism and its ramifications.
7. Discuss intellectual property, copyright and fair use.
8. Recognize individual rights of others and practice tolerance.

**Benchmark C:** Select literature by genre based on need and personal enjoyment.

## **Grade Six**

### *Reading Encouragement*

1. Listen to booktalks and other informational items read by library media center staff.
2. Read for pleasure and information.
3. Compare the actions of and consequences that events had on characters in reading material.
4. Participate in choral speaking, creative dramatics and other literary enrichment activities.
5. Select books from favorite genre and series.
6. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

# LIBRARY GUIDELINES

## Grade Seven

### *Reading Encouragement*

1. Read for pleasure and information.
2. Compare the actions of and consequences that events had on characters in reading material.
3. Participate in choral speaking, creative dramatics and other literary enrichment activities.
4. Explore books by authors who write in different fictional genres and literary styles (e.g., prose, dialect).
5. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

## Grade Eight

### *Reading Encouragement*

1. Read for pleasure and information.
2. Understand character traits and actions presented in reading material.
3. Participate in choral speaking, creative dramatics and other literary enrichment activities.
4. Identify authors who write books in different fictional genres and literary styles (e.g., classics, world literature, American literature).
5. Read award-winning books and understand that the award is given for the writing of the book (e.g., Newbery, King, Wilder).

**Benchmark D:** Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources.

## Grade Six

### *Evaluating Resources*

1. Identify main ideas and supporting facts to select relevant information to answer questions.
2. Determine that information located can be used legally and choose appropriately (e.g., locate copyright information for print and graphic information and check for copyright restrictions).
3. Check copyright and publication dates to determine currency of information.
4. Investigate the authority of an online information source to determine the author's qualification to be an expert about a topic (e.g., famous scientist versus a sixth-grader's Web site, well-known organization versus personal Web site).

# LIBRARY GUIDELINES

## Grade Seven

### *Evaluating Resources*

1. Distinguish when current copyright dates of sources are important in answering an information need (e.g., science information on cloning, results of an election).
2. Assess the objectivity of a source when using information. Objectivity is the ability of an author to present information without bias.
3. Compare multiple sources (online encyclopedia, Web site, online magazine database, print source) to check accuracy of information. Do facts match on each site?
4. Determine if a given source has all the information needed for a question or project (coverage) (e.g., general encyclopedia with a subject overview, magazine article highlighting specific issue).
5. Chart information gathered from multiple sources to determine facts to be used in a project.

## Grade Eight

### *Evaluating Resources*

1. Understand the structure and organization of information sources including keywords, subject directory or subject search in a library catalog.
2. Demonstrate how to determine copyright issues when creating new products:
  - a. Ask permission to use articles, quotations and graphics;
  - b. Credit information to be included in the product.
3. Examine two Web sites with opposing viewpoints and describe the objectivity and intent of the author (e.g., candidates in an election, controversial subjects).
4. Evaluate the validity of information by comparing information from different sources for accuracy. What makes the author an expert? Is information the same in multiple sources?

**Benchmark E:** Conduct research and follow a research process model that includes the following: develop essential question; identify resources; select, use and analyze information; synthesize and generate a product; and evaluate both process and product.

## Grade Six

### *Decide*

1. Generate questions to be answered or a position to be supported when given a topic (e.g., thesis statement).
2. Brainstorm potential resources and identify possible keywords to use as search terms.

# LIBRARY GUIDELINES

*Find*

3. Narrow or broaden search topic/question according to how many resources are located.
4. Seek information from a variety of viewpoints.
5. Understand how to access electronic resources at school and from home.
6. Explore a variety of resources such as school, public or community resources.

*Use*

7. Use peer-evaluation techniques and authentic assessments to analyze information.
8. Take notes, organize information into logical sequence and create a draft product (e.g., report, research paper, presentation).

*Check*

9. List information sources used in a district-adopted or teacher-prescribed format (e.g., Modern Language Association, American Psychological Association).
10. Communicate findings orally, visually or in writing and draw conclusions about findings.
11. Evaluate the information seeking process and discuss the quality of the product created for the project.

## Grade Seven

*Decide*

1. Develop open-ended research questions about a defined information need.

*Find*

2. Select and evaluate relevant information about a specific topic in several sources.
3. Select information from different types of subscription resources (fee-based, pay-to-use) to meet an information need (e.g., magazine database, picture archive, online encyclopedia).

*Use*

4. Compile information learned about a topic from a variety of sources.
5. Create information products to share information using different formats (e.g., print, audio recording, digital, video, slide show).
6. Identify primary and secondary source material and discuss differences.
7. Take notes, organize information into logical sequence and create a draft product (e.g., report, research paper, presentation).
8. Critically evaluate the quality of the information resource (e.g., authority, accuracy, currency, objectivity).

*Check*

9. Evaluate how information was found and assess the quality of the information product.

# LIBRARY GUIDELINES

## Grade Eight

*Decide*

1. Formulate an essential question to guide the research process.

*Find*

2. Identify and evaluate relevant information and select pertinent information found in each source.

3. Expand search strategies by using Boolean logic.

4. Narrow or broaden search topic/question according to how many resources are located.

5. Seek information from a variety of viewpoints.

*Use*

6. Analyze information, finding connections that lead to a final information product.

7. Demonstrate how to determine copyright issues when creating new products (e.g., permissions to use articles and graphics, credit information to be included).

8. Use a teacher- or district-designated citation-style manual to credit sources used in work (e.g., MLA Style Manual, APA Guidelines).

9. Examine diverse opinions and points-of-view to develop and modify individual point-of-view (e.g., view culture, background, historical context).

10. Take notes, organize information into logical sequence, and create a draft product (e.g., report, research paper, presentation).

11. Digitize information for archiving and future use (e.g., creating an electronic portfolio of curricular projects).

*Check*

12. Revise and edit the information product.

13. Communicate, publish and disseminate findings to multiple audiences in a variety of formats (e.g., report, speech, presentation, Web site).

14. Evaluate the final product for its adherence to project requirements. Recognize weaknesses in process and product and find ways to improve.

# LIBRARY GUIDELINES

## Grades 6-8

### Technology Literacy

**Effective school library media programs provide technology literacy skills instruction in the use of library-based technologies.**

Technology literacy skills include the appropriate and ethical use of technology for information access, retrieval, production and dissemination via electronic resource networks and the Internet.

**Benchmark A:** Use the online public access catalog to locate school library materials for classroom assignments and personal interests.

### Grade Six

#### *Online Public Access Catalog*

1. Use the author, title, subject and keyword search features of the OPAC to locate school library materials.
2. Understand the difference between the subject and keyword search in the OPAC.
3. Use the OPAC to determine call letters/numbers for library materials (e.g., use to locate library material, identify call letters/numbers and retrieve the material from library).
4. Access the OPAC remotely via username and password (e.g., login to the OPAC from the classroom or from home).

### Grade Seven

#### *Online Public Access Catalog*

1. Conduct OPAC searches using Boolean logic (e.g., "AND," "OR," "NOT").
2. Identify information about library materials in the OPAC bibliographic record (e.g., publication date, summary, location, availability).
3. Login to the OPAC remotely via username and password (e.g., login to the OPAC from the classroom or from home).
4. Access OPACs from other libraries via the Internet (e.g., public library catalog).

### Grade Eight

1. Perform advanced OPAC searches by using Boolean operators, keywords, and subject terms (e.g., "AND," "OR," "NOT").
2. Select library materials based on descriptors and subject terms in the OPAC bibliographic record.

# LIBRARY GUIDELINES

3. Access the school library OPAC and other available OPACs remotely.

**Benchmark B:** Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources.

## Grade Six

### *Internet Concepts*

1. Explain the function of a Web browser (e.g., what is the difference between the browser software and a page on the Internet?).

### *Search Engines*

2. Incorporate place searching when searching for information using assigned directories and search engines.
3. Use phrase searching in appropriate search engines to improve results.

### *Evaluating Sources*

4. Evaluate Web information for:
  - a. Author's expertise;
  - b. Accuracy of information presented;
  - c. Parameters of coverage;
  - d. Currency of information.
5. Explain the difference between a subscription (fee-based database) and the free Internet.
6. Compare the range of information available from multiple information databases (e.g., examine the purpose and scope of each database and how it would be used for a particular assignment).

## Grade Seven

### *Internet Concepts*

1. Recognize that some Web information requires special software for its use (e.g., discuss what plug-ins are and how they expand the use of the Internet).

### *Search Strategies*

2. Search a student-selected online directory or search engine by subject, keyword, author, title, date or format.
3. Use Boolean operators in the search process (e.g., use Boolean logic to expand a search and to limit a search "AND," "NOT").
4. Compare information found in searches done on different types of Internet resources (e.g., meta engine, directory, search engine).
5. Report elements of a Web site that make it effective (e.g., describe why the Web site is appropriate for the particular information needed).

## Grade Eight

### *Internet Concepts*

1. Troubleshoot error messages in a Web browser (e.g., procedure to use when a page is not found to verify the address, use refresh and stop buttons).

# LIBRARY GUIDELINES

## *Search Strategies*

2. Incorporate Boolean operators in the search process for curricular needs (e.g., know the basic Boolean operators and use them in a search).
3. Compare information found in searches done on different search engines, directory, search engine, meta engine; and discuss differences in how search engines select and provide information (e.g., results ranked by relevancy, popularity or paid placement).

## *Web Site Evaluation*

4. Compare several Web sites on the same topic and evaluate the purpose of each site (e.g., use several sites for a specific curricular need and note whether the sites have similar or conflicting data).

**Benchmark C:** Select, access and use appropriate electronic resources for a defined information need.

## **Grade Six**

### *Electronic Resources*

1. Demonstrate search techniques for subscription (fee-based) databases (e.g., author, title, subject).
2. Use online library catalog to choose and locate a variety of resources on a topic.

## **Grade Seven**

### *Electronic Resources*

1. Compare search results through the use of different keywords (e.g., search for conservation information using "garbage" and search again using "waste disposal").
2. Examine information in different types of subscription (fee-based) databases to locate information for a curricular need (e.g., online encyclopedia, online subject dictionaries, magazine index, picture archive).

## **Grade Eight**

### *Electronic Resources*

1. Select research databases that align with identified information need (e.g., specialized databases on government, science, history, as needed for assignments).
2. Locate and use advanced search features and appropriate tools such as Boolean operators ("AND," "OR," "NOT") and a thesaurus in an online database.



# LIBRARY GUIDELINES

## Grades 6-8

### Media Literacy

**Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.**

Media literacy encompasses the use of communication competencies and critical thinking skills, including the ability to access, interpret, evaluate and communicate information delivered in a variety of medium formats. Media-based resources include print and nonprint materials that use image, text, language, sound and motion to convey informational communications and messages.

**Benchmark A:** Comprehend that media communications deliver information and messages to a specific audience for a specific purpose, and analyze the intended impact of media communications and messages when delivered and received by a specific audience.

### Grade Six

#### *Communicating With Media*

1. Discuss why print and nonprint media communications are directed toward specific listeners and viewers.

#### *Media Messages*

2. List various multimedia practices used in communications and messages to influence and persuade thought, feeling, behavior and key viewpoints of specific listeners and viewers (e.g., exaggerated claims, subliminal text, close-ups, time lapse, repetition).
3. Recognize examples of opinion, bias and stereotyping found in print and nonprint media communications created by students and by others.

### Grade Seven

#### *Communicating With Media*

1. Analyze the adequacy and accuracy of facts and details in media communications directed toward specific listeners, viewers and one's self.

#### *Media Messages*

2. Analyze how multimedia practices shape and alter personal perceptions and viewpoints of specific listeners and viewers, and the degree of impact.
3. Recognize fallacious reasoning, misleading concepts, persuasive hype, bias and stereotyping found in the construction and delivery of specific media created by students and by others.
3. Classify reasons for the communication and delivery of information by individuals, groups, businesses and organizations.

# LIBRARY GUIDELINES

## Grade Eight

### *Communicating With Media*

1. Assess the accuracy, relevancy and credibility of information presented in various print and nonprint media communications directed toward specific listeners, viewers and one's self.
2. Assess the degree of impact information communicated and received has in informing, influencing or altering personal perception and viewpoint, and other listeners and viewers.

### *Media Messages*

3. Assess the format and medium of choice for delivery of media communications and messages, based on audience characteristics (e.g., level of understanding, level of interest).
4. Differentiate audience factors that influence reasons for the communication and delivery of information by individuals, groups, businesses and organizations (e.g., age, gender, ethnicity, geography, economics).

**Benchmark B:** Analyze various combinations of media components and production techniques used to create and construct media communications for specific audiences and purposes.

## Grade Six

### *Media Elements*

1. Explore why various physical combinations of media components, production techniques and medium formats are chosen and utilized in construction of media communications for specific audiences (e.g., visual design, text structures, language choice, sound and motion, and production special effects).

## Grade Seven

### *Media Elements*

1. Compare and contrast the various physical combinations of media components, production techniques and medium formats utilized in the construction of media communications for specific audiences (e.g., visual design, text structures, language choice, sound and motion, and production special effects).
2. Analyze information found in graphic representations to see if it is aligned with the original intent of the author, artist or producer.

## Grade Eight

### *Media Elements*

1. Distinguish between the design features and characteristics of consumer products, functional materials and public documents and presentations (e.g., brochures, newspapers, advertisements, newscasts).
2. Assess the use and relationship between various multimedia components, production techniques and medium formats chosen to alter fact and data and develop persuasive key viewpoints for specific listeners and viewers based on age, gender, ethnicity, geography and social economics.

# LIBRARY GUIDELINES

## Grades 9-12

### Information Literacy

**Effective school library media programs provide information literacy skills instruction.**

Information literacy is the ability to locate, process, evaluate and utilize information. School library media programs provide information resources in a variety of formats and readability levels. The school library media specialist teaches students how to access, use and evaluate information resources efficiently and ethically based on academic or personal need. This instruction should be correlated to specific academic content standards and taught as an integrated process.

**Benchmark A:** Investigate information through independent discovery, peer collaboration, and inquiry learning; read a variety of literary material for academic need, personal interest and lifelong learning; and practice responsible usage and ethical behavior when using library media center materials.

### Grade Nine

#### *Library Awareness*

1. Access additional resources provided in the high school library media center.
2. Evaluate library materials and select formats based on information need and personal preference (e.g., e-book, digital media, print).
3. Locate resources using a title, subject or author, keyword and advanced searches in the library catalog or with appropriate online resources (e.g., Boolean operators or limiters, copyright year or material type).
4. Select appropriate reference tools to answer questions.

#### *Literary Appreciation*

5. Participate in library media center activities and reading celebrations.

#### *Responsible Use*

6. Understand plagiarism and its ramifications.
7. Discuss intellectual property, copyright and fair use.
8. Discuss access to information in a democratic society.

#### *Lifelong Learning*

9. Utilize public library for informational and personal needs.
10. Access government libraries and information services.

### Grade Ten

#### *Library Awareness*

1. Select library materials and equipment based on information or personal need and recommend items to include in the high school library media center.
2. Evaluate library materials and select formats based on information need and personal preference (e.g., e-book, digital media, print).

# LIBRARY GUIDELINES

3. Locate resources using a title, subject or author, keyword and advanced searches in the library catalog or with appropriate online resources (e.g., Boolean operators or limiters, copyright year, or material type).
4. Make meaningful connections between classroom learning, information skills and real-life situations.

## *Literary Appreciation*

5. Read for pleasure and information.
6. Understand complex forms of literary expression.
7. Explore works of authors who write in different fictional genres and literary styles.
8. Read a variety of award-winning material, from classic literature to best sellers.

## *Responsible Use*

9. Demonstrate an appreciation of intellectual property rights and awareness of intellectual property issues.
10. Understand the importance of diverse information and access to information in a democratic society.

## *Lifelong Learning*

11. Utilize public library for information and personal needs.
12. Access academic (college and university) libraries for advanced information on an academic subject.

## **Grade Eleven**

### *Library Awareness*

1. Access the library facility in person and remotely when needed.
2. Locate resources using a title, subject or author, keyword and advanced searches search in the library catalog or with appropriate online resources (e.g., Boolean operators or limiters, copyright year or material type).

### *Literary Appreciation*

3. Identify authors and their literary works.
4. Read a variety of award-winning material, such as the Michael Printz Award, from classic literature to best sellers.

### *Responsible Use*

5. Demonstrate an appreciation of intellectual property rights and awareness of intellectual property issues.
6. Understand the importance of diverse information and access to information in a democratic society.

### *Lifelong Learning*

7. Select types of libraries to use based on informational or personal needs.

# LIBRARY GUIDELINES

## Grade Twelve

### *Library Awareness*

1. Access the library facility in person and remotely when needed.

2. Locate resources using a title, subject, or author, keyword and advanced searches in the library catalog (e.g., Boolean operators and/or limiters such as copyright or material type).

### *Literary Appreciation*

3. Identify authors and their literary works.

4. Read a variety of award-winning material for educational and personal enjoyment.

### *Responsible Use*

5. Observe intellectual property rights and copyright restrictions.

6. Respect the principles of intellectual freedom and intellectual property rights.

### *Lifelong Learning*

7. Continue to use the public library after graduation and throughout life for information and personal needs.

8. Use a variety of libraries for academic achievement and lifelong learning after graduation (e.g., university libraries, career/work-related libraries and public libraries).

**Benchmark B:** Determine and apply an evaluative process to all information sources chosen for a project.

## Grade Nine

### *Evaluating Resources*

1. Define terms which determine information validity:

- a. Accuracy;
- b. Authority;
- c. Objectivity;
- d. Currency;
- e. Coverage.

2. Determine the author's authority for all resources and identify points of agreement and disagreement among sources.

## Grade Ten

### *Evaluating Resources*

1. Examine information for its accuracy and relevance to an information need (e.g., for a report on pollution, find information from sources that have correct and current information related to the topic).

2. Identify relevant facts, check facts for accuracy and record appropriate information (e.g., follow a standard procedure to check information sources used in a project).

# LIBRARY GUIDELINES

3. Select appropriate information on two sides of an issue (e.g., identify the authors of each information source and their expertise and/or bias).

## Grade Eleven

### *Evaluating Resources*

1. Seek and evaluate information to answer both personal and curricular needs.
2. Evaluate information collected to answer both personal and curricular needs to determine its accuracy, authority, objectivity, currency and coverage.
3. Determine valid information for an assignment from a variety of sources.

## Grade Twelve

### *Evaluating Resources*

1. Evaluate information collected to answer both personal and curricular needs to determine its accuracy, authority, objectivity, currency and coverage.
2. Acknowledge intellectual property in using information sources.
3. Determine and apply an evaluative process to all information sources chosen for a project.

**Benchmark C:** Apply a research process model to conduct research and meet information needs.

## Grade Nine

### *Decide*

1. Determine the essential questions and plan research strategies.
2. Utilize basic and advanced search strategies to obtain topic-appropriate resources.

### *Find*

3. Select and evaluate appropriateness of information from a variety of resources, including online research databases and Web sites to answer the essential questions.

### *Use*

4. Integrate copyrighted information into an information product, following appropriate use guidelines (e.g., quote using proper citation format, request permission for use).
5. Identify relevant facts, check facts for accuracy and record appropriate information.

### *Check*

6. Analyze the information gathered through note taking, organize information into a logical sequence, and create a draft product (e.g., report, research paper, presentation).
7. Incorporate a list of sources used in a project using a standard bibliographic style manual (e.g., MLA and APA Style Manuals).

# LIBRARY GUIDELINES

<i>Check</i>	8. Create and communicate findings through an appropriate format.
	9. Evaluate the research process and product as they apply to the information need (e.g., does the process reflect the actual information need?).
<b>Grade Ten</b>	
<i>Decide</i>	1. Select the essential question to be examined by the research. 2. Utilize basic and advanced search strategies to obtain topic-appropriate resources.
<i>Find</i>	3. Evaluate information, select relevant and pertinent information found in each source and maintain accurate records of sources used. 4. Organize and analyze information through note taking and finding connections that lead to a final product. 5. Follow copyright laws and guidelines, using standard bibliographic format to list sources.
<i>Check</i>	6. Create and communicate findings through an appropriate format. 7. Review and evaluate the research process and resources used to determine how the process might be improved. 8. Evaluate the research product for ways to improve the communication of information.
<b>Grade Eleven</b>	
<i>Decide</i>	1. Select essential questions for research and use a recognized or personally developed model to conduct independent research. 2. Utilize basic and advanced search strategies to obtain topic-appropriate resources.
<i>Find</i>	3. Identify, evaluate and select relevant and pertinent information found in each source.
<i>Use</i>	4. Identify relevant facts, check for validity and record appropriate information keeping track of all sources.
<i>Check</i>	5. Analyze information and communicate in oral, written or other format. 6. Respect copyright laws and guidelines, and use standard bibliographic format to list sources. 7. Create and communicate findings through an appropriate format. 8. Critique and revise the information product. 9. Review the research process and product for efficiency and effectiveness.

# LIBRARY GUIDELINES

## Grade Twelve

*Decide*

1. Derive a personally developed research model to conduct independent research.

*Find*

2. Refine the information question to focus the research process, modifying the question as necessary to broaden or narrow the inquiry.

*Use*

3. Critique information sources to determine if different points of view are included.

4. Integrate multiple information sources in the research process.

5. Create a product to communicate information, representing a personal point of view based on findings.

*Check*

6. Adhere to copyright and intellectual property laws and guidelines when creating new products (e.g., standard bibliographic format, permissions to use information created by others).

7. Archive final product in an accessible format for future use.



# LIBRARY GUIDELINES

## Grades 9-12

### Technology Literacy

**Effective school library media programs provide technology literacy skills instruction in the use of library-based technologies.**

Technology literacy skills include the appropriate and ethical use of technology for information access, retrieval, production and dissemination via electronic resource networks and the Internet.

**Benchmark A:** Formulate advanced search strategies, demonstrating an understanding of the strengths and limitations of the Internet, and evaluate the quality and appropriate use of Internet resources.

### Grade Nine

#### *Search Strategies*

1. Identify multiple directories and search engines matching curricular need (e.g., given an assignment, use knowledge of tools to pick an appropriate tool to search for information).
2. Construct search strategies focused on the retrieval of specific search results by incorporating Boolean operators ("AND," "OR," "NOT") and adjacency/proximity techniques.
3. Compare and chart the search results from multiple Web sites to check for consistency of information (e.g., compare data on acid rain from more than one site).

#### *Web Site Evaluation*

4. Establish criteria for evaluating the information retrieved through Internet searching (e.g., author's expertise, bias, coverage of topic, timeliness).

### Grade Ten

#### *Search Strategies*

1. Construct an effective search strategy to retrieve relevant information through multiple search engines, directories and Internet resources.

#### *Web Site Evaluation*

2. Employ a systematic approach to judge the validity of Web information matched against the defined information need (e.g., researching an author through the Web requires finding biographical information plus criticisms of the author's works).
3. Examine the information retrieved through Internet searching for authenticity of information, bias, currency, relevance and appropriateness.

### Grade Eleven

#### *Search Strategies*

1. Demonstrate the use of parentheses for nesting search terms to alter retrieval strategies through multiple Internet resources.

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## *Web Site Evaluation*

2. Create a product on a specific curricular topic that includes annotated Web sites constructed according to a standard style manual (e.g., electronic pathfinder on careers).
3. Develop a systematic approach to judge the value of the retrieved Web information.

## **Grade Twelve**

### *Search Strategies*

1. Synthesize search results retrieved from a variety of Internet resources to create an information product for a targeted audience.
2. Incorporate defined field searching by initiating a search string identifying the desired field of information to be retrieved (e.g., search author or title).

### *Web Site Evaluation*

3. Critique research retrieved through the Internet for authority, accuracy, objectivity, currency, coverage and relevancy.

**Benchmark B:** Evaluate choices of electronic resources and determine their strengths and limitations.

## **Grade Nine**

### *Electronic Resources*

1. Integrate search strategies within the electronic resource that targets retrieval for a specific information need (e.g., limit by date of publication, focus on specific format such as image, sound file).
2. Review strengths and weaknesses of various types of electronic resources for research need (e.g., compare subject-specific magazine database to general online index of articles).
3. Demonstrate the difference between databases, directories, and database archives (e.g., free vs. fee-based, delivery mechanism—CD, DVD, Network, Internet, and general vs. specific discipline).
4. Select a specific database for an assignment and explain why it is the appropriate one to use (e.g., in researching a particular author, use a literary database of biographical and critical information about writers).

## **Grade Ten**

### *Electronic Resources*

1. Choose a topic, then identify appropriate electronic resources to use, citing the name and date of the resource medium database or archive collection.
2. Research and critique information in different types of subscription (fee-based) electronic resources to locate information for a curricular need.

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3. Investigate tools within electronic resources to generate search strategies (e.g., use a thesaurus to identify subject terms for improved retrieval of information).

## Grade Eleven

### *Electronic Resources*

1. Modify a search through the use of different key words and other techniques specific to an electronic resource (e.g., online database, Web-based index).
2. Integrate online subscription resources and other electronic media to meet needs for research and communication on a routine basis.
3. Differentiate coverage of electronic resources to select information need.
4. Support choices of free and fee-based Web information used to create a class project.

## Grade Twelve

### *Electronic Resources*

1. Research information from electronic archives (e.g., listserv archives, Web log sites).
2. Use a variety of technology resources for curriculum and personal information needs (e.g., streaming video, CD/DVD, subscription database).
3. Evaluate technology resources and determine strengths and weaknesses for curricular or personal needs.
4. Select appropriate tool, online resource or Web.

**Benchmark C:** Utilize the Internet for research, classroom assignments and appropriate personal interests.

## Grade Nine

### *Search Strategies*

1. Identify directories and search engines.
2. Construct search strategies focused on the retrieval of specific search results by incorporating Boolean operators "AND," "OR," "NOT" and adjacency/proximity techniques.
3. Compare and chart the search results from multiple Web sites to check for consistency of information (e.g., compare data on acid rain from more than one site).

### *Evaluating Sources*

4. Establish criteria for evaluating the information retrieved through Internet searching (e.g., author's expertise, bias, coverage of topic, timeliness).

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## Grade Ten

### *Search Strategies*

1. Construct an effective search strategy to retrieve relevant information through multiple search engines, directories and Internet resources.
2. Narrow or broaden the search strategy by modifying the keywords entered in the original search strategy.
3. Employ a systematic approach to judge the validity of a Web information match against the defined information need (e.g., researching an author through the Web requires finding biographical information plus criticisms of the author's works).

### *Evaluating Sources*

4. Examine the information retrieved through Internet searching for authenticity of information, bias, currency, relevance and appropriateness.

## Grade Eleven

### *Search Strategies*

1. Demonstrate the use of parentheses for nesting search terms to alter retrieval strategies through multiple Internet resources.
2. Create a product on a specific curricular topic that includes annotated Web sites constructed according to a standard style manual (e.g., electronic pathfinder on careers).

### *Evaluating Sources*

3. Develop a systematic approach to judge the value of the retrieved Web information.

## Grade Twelve

### *Search Strategies*

1. Incorporate defined field searching by initiating a search string identifying the desired field of information to be retrieved (e.g., search author or title).
2. Create a stand-alone system for tracking Internet resources for personal and academic needs (e.g., postsecondary institutions of interest).
3. Synthesize search results retrieved from a variety of Internet resources to create an information product for a targeted audience.
4. Critique research retrieved through the Internet for authority, accuracy, objectivity, currency, coverage and relevancy.

### *Evaluating Sources*

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## Grades 9-12

### Media Literacy

**Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.**

Media literacy encompasses the use of communication competencies and critical thinking skills, including the ability to access, interpret, evaluate and communicate information delivered in a variety of medium formats. Media-based resources include print and nonprint materials that use image, text, language, sound and motion to convey informational communications and messages.

**Benchmark A:** Comprehend that media communications deliver information and messages that regard social, political, economical, aesthetic and ethical issues.

### Grade Nine

#### *Media Messages*

1. Infer and summarize information communicated, delivered and received by society as a whole.
2. Identify factors that influence reasons for the communication and delivery of information regarding social, economic, political, aesthetic and ethical issues (e.g., debate, argument, advocacy, policy, positioning).

### Grade Ten

#### *Media Messages*

1. Examine the social, economic, political, aesthetic and ethical functions and purposes embedded in media communications.
2. Compare and contrast the effectiveness of multimedia components and medium formats used to produce and deliver various communications and information for social, economic, political, aesthetic and ethical issues.

### Grade Eleven

#### *Media Messages*

1. Assess information communicated, delivered and received by society as a whole.
2. State reasons for media communications and delivery in support of social, economic, political, aesthetic and ethical issues (e.g., debate, argument, advocacy, policy, positioning).

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## Grade Twelve

### *Media Messages*

1. Examine and evaluate information communicated, delivered and received by society as a whole.
2. Analyze and critique social, economic, political, aesthetic and ethical functions and purposes embedded in media communications.

**Benchmark B:** Evaluate various media practices used to contribute to the effectiveness of media communications and their impact on social, political, economical and ethical issues.

## Grade Nine

### *Media Elements*

1. Recognize the conventions of visual media genres (e.g., talk shows, newscasts, documentaries, commercials, advertisements, billboards, Web pages).
2. Determine why and how intent and use of multimedia components, organizational patterns, production techniques and medium formats inform or influence social, economic, political, aesthetic and ethical issues (e.g., editing, figurative language, sound devices, literary techniques, black and white footage, set design in social-cultural contexts, effective packaging).

## Grade Ten

### *Media Elements*

1. Discuss manipulation of the rules and expectations for media genres to affect and influence social economic, political, aesthetic and ethical issues, and society as a whole.
2. Assess procedures and decision-making processes involved in the construction of various media communications and messages, and the degree to which the results impact social, economic, political, aesthetic and ethical issues, and society as a whole.
3. Demonstrate how use of multimedia components, organizational patterns, production techniques and medium formats to inform or influence social, economic, political, aesthetic and ethical issues (e.g., editing, figurative language, sound devices, literary techniques, black and white footage, set design in social-cultural contexts, effective packaging).

## Grade Eleven

### *Media Elements*

1. Critique procedures and decision-making processes involved in the construction of media communications and messages, for results that impact social, economic, political, aesthetic and ethical issues, and society as a whole.

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2. Assess and consider the legal and ethical responsibilities involved in the construction and delivery of media communication and information.

## Grade Twelve

### *Media Elements*

1. Employ as appropriate Universal Design principles for construction of media communications, messages and products that address social, economic, political, aesthetic and ethical issues.
2. Employ and practice legal and ethical responsibilities involved in the construction and delivery of media communications and information that address social, economic, political, aesthetic and ethical issues.

**Benchmark C:** Critique and evaluate the intended impact of media communications and messages when delivered and received by society as a whole.

## Grade Nine

### *Communicating With Media*

1. Infer and state the influence of media communications on society as a whole and in the shaping of governmental, social and cultural norms.
2. Examine media communications for accuracy, relevancy, credibility and appropriateness (e.g., validity of authority, objectivity, balanced coverage, publication date, testimonial, glittering generalities, emotional word repetition, bait and switch).
3. Recognize propaganda and rhetorical devices embedded in visual and text media components.
4. Examine media communications and information products for the alignment of content, context and projected values.

## Grade Ten

### *Communicating With Media*

1. Summarize and state the pros and cons of media communications on society as a whole and in the shaping of governmental, social and cultural norms.
2. Assess media communications for bias, fallacious reasoning, unsupported inferences, propaganda, rhetoric, stereotyping, accuracy, relevancy and credibility.

## Grade Eleven

### *Communicating With Media*

1. Assess influences of media communications on society as a whole and in the shaping of governmental, social and cultural norms.
2. Assess media communications for complexities and discrepancies, as well as for accuracy, relevancy and credibility.

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3. Critique media communications and information products for alignment of content, context and projected values.

## Grade Twelve

### *Communicating With Media*

1. Analyze the influences of media communications on society as a whole and in the shaping of governmental, social and cultural norms.
2. Critique media communications for complexities and discrepancies, accuracy, relevancy and credibility.
3. Evaluate media communications and information products for alignment of content, context and projected values.



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K-12 Library

## Tool Kit



## Library Foundations

Ohio's Guidelines for Effective School Library Media Programs serve as a basis for effectively managing a school library media center, building a resource collection that is mapped to the curriculum, delivering literacy and library programming that fosters a love of reading, and defining the essential information literacy, technology literacy, and media literacy skills instruction necessary to provide Ohio's K-12 students with high-quality school library media programs that reinforce Ohio's academic content standards.

This document represents a standards-based education (SBE) approach to school library programs. While previous state documents focused on quantitative strategies for school library programs, such as, determining intervals for replacing encyclopedias and other reference sources, this document offers a qualitative approach. *The new library guidelines reinforce the school librarian's role as teacher-partner in the learning process and feature the school library as a dynamic agent of learning.*



### Importance of Information Literacy

**What is information literacy?** Information literacy is the acquisition, interpretation and dissemination of information. It encompasses effective methods for locating, evaluating, using and generating information. The goal of information literacy is to help students become effective users of information.

**Why is information literacy important?** A recent study on the information explosion, from the School of Information Management and Systems at the University of California at Berkeley, estimates that the amount of new information stored on paper, film, magnetic or optical media has doubled in the past three years. The study further estimates that "about five exabytes of new information was produced in 2003 and that the United States produces around 40 percent of the world's information." The study describes an exabyte as equivalent to 500,000 libraries that are the size of the Library of Congress (Lyman and Varian, 2003).

This means that students are no longer faced with a lack of available information, but are in fact bombarded by information. The question is not, "Is there any information on my topic?" but rather, "How can I find information on my topic and determine if the information is accurate?" and "Who can help me do this?" The answers can be provided by school librarians who teach information literacy skills in context with subject-matter curriculum.

*"The hallmark of a school library in the 21st century is not its collections, its systems, its technology, its staffing, its buildings ---but its actions and evidences that show that it makes a real difference to student learning" (Todd, 2003, p. 13).*

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The Alliance for Curriculum Reform (ACR) has reinforced the need for information literacy instruction and professional school librarians through their work on student achievement. ACR states that, "Survival in the information age will demand that students know how to efficiently access and critically evaluate information and then effectively apply it to problem-solving and decision-making. . . Such achievement demands much cooperation between those who can teach such strategies—school library media specialists—and the classroom teachers in all disciplines who provide the content" (Alliance for Curriculum Reform, 2000, Chapter 24).

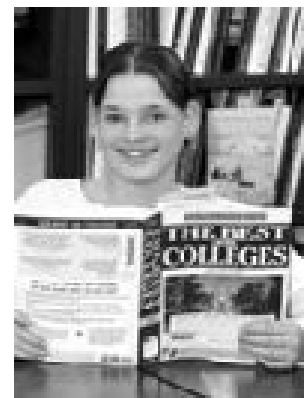
The U.S. Department of Education's second national education technology plan, *e-Learning: Putting a World-Class Education at the Fingertips of All Children* (2000), identified five technology goals including a student-learning goal which further supports the need for information literacy instruction. Goal Three states that all students will have technology and information literacy skills (U.S. DOE, 2003). While the third national technology plan is currently in development, strategies for advancing student information literacy skills figure prominently in the development of the next plan.

In addition to these reasons, the National Association of State Boards of Education (NASBE) has studied technology policy and determined that, "nearly every major task force that has looked into e-learning policy issues recommends that states update their student academic content standards to include the types of information literacy and higher-order thinking skills required to prepare the next generation of students to live in a cybercivilization where computing and communications technologies are ubiquitous and the economy is based on knowledge and services" (NASBE, p. 19).

## No Child Left Behind (NCLB)

The U.S. Department of Education (U.S. DOE) maintains that school libraries contribute to improved student achievement by providing up-to-date instructional materials aligned to the curriculum and instructional practices, collaborating with and supporting teachers, administrators, and parents and extending hours of operation beyond the school day (U.S. DOE, 2003).

The U.S. DOE further maintains that "school library media centers have an important role in contributing to the success of local reading improvement efforts," and, thus, have developed the Literacy through School Libraries (LSL) program (U.S. DOE, 2003). The purpose of the Literacy through School Libraries (LSL) program is to improve student literacy skills and academic achievement by providing increased access to up-to-date library materials, a well-equipped, technologically advanced school library media center, and well-trained, professionally certified school library media specialists (NCLB, 2001). Additional



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information about the LSL program may be found in the resources section of this document.

## Evidenced-based Research

The U.S. DOE supports a scientifically based approach to research that measures student learning. The No Child Left Behind legislation emphasizes that funds, specifically Title 1 funds, are used to support educational practices that are based on scientific research. The legislation requires school districts to develop plans for educational programs and services based on scientific research. This type of research is different from theoretical or anecdotal research because it requires the researcher to conduct empirical investigation which is linked to theory and can be replicated for continued study (U.S. DOE, 2002, p. 19-20).



Ohio has recently participated in a school library study titled, *Student Learning through Ohio School Libraries: The Ohio Research Study*. This study sought to understand how students benefit from school libraries through elaborating "concepts of help" including the nature and extent of the "help" provided by the school library in relation to student learning, and by measuring the extent of these "helps" as perceived by Ohio students and faculty (Todd, 2004).

### Findings:

Results of the Ohio Research Study indicated that collectively, the data show that effective school libraries in Ohio are dynamic rather than passive agents of learning. The findings indicate that the effective school library helps the strongest as a resource agent and a technical agent, providing access to information resources necessary for students to complete their research assignments and projects successfully.

However, the qualitative responses show that the school library's strength is not just as a passive information supply and exchange agency. Clearly helpful is the library's part in engaging students in an active process of building their own understanding and knowledge - the library as an agent for individualized learning, knowledge construction and academic achievement.

Correspondingly, the instructional intervention provided by the school librarian goes beyond teaching students how to use technology tools to access and evaluate information, but also includes instruction in how to use these tools effectively and reflectively to create products.

Ohio Research Study Fact Sheet, 2004.



Nationally, Massachusetts, Minnesota, North Carolina, Alaska, Florida, Colorado, Oregon, New Mexico, Pennsylvania, Missouri, Michigan, Iowa and Texas have conducted school library impact studies or formal analyses of school library programs. These studies use a variety of

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methodologies including quantitative statistical approaches and qualitative analysis.

Statistical correlations among schools with effective library programs and student reading achievement exist in all of the national studies. The Alaska study is the only study that conducted analysis of the differences in student reading achievement of students who attended schools where the library program was run by a credentialed library media specialist and students who attended schools where the library program was run by a paraprofessional.

A selected bibliography of state studies, including the Ohio Research Study and the proceedings from the White House Conference on School Libraries, may be found in the resources section of this document.

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## Program Planning



Management of a school library media program that is an integrated, critical component of the entire school's educational system is addressed in guideline one.

### **Guideline One: Effective school library media programs support the mission and continuous improvement plan of the school district.**

*School library media program services support the evaluated needs of education stakeholders and are designed to impact student achievement. Library services are developed from research based best practices and evaluated program data. Library program leadership is provided by credentialed school library media specialists.*

**Benchmark A:** Develop a library strategic plan that achieves a dynamic school library program and includes a mission and vision, measurable goals, operational management procedures, instructional strategies and an evaluation component.

#### ***School Library Strategic Plan:***

- *Mission and vision*
- *Measurable goals*
- *Operational procedures*
- *Instructional strategies*
- *Evaluation*

Strategies for implementation of Guideline One may be found in benchmarks A-G.

The mission of the school library program should directly connect to the mission of the school building or district. The vision should include a global statement about how the library fulfills the mission. It should be both student and teacher centered, and include service to all regardless of content area or academic ability.

The goals of the school library program should reinforce the school's goals. Library media specialists need to understand the school and district Continuous Improvement Plans (CIP) before they establish goals for individual school library programs. These plans identify the academic goals of the school district and specific goals for individual schools. They identify action steps necessary to implement these goals and measures that mark the progress toward achievement of the goals.

*Is the school library program mentioned as a contributor to academic achievement in the school or district Continuous Improvement Plan?*

If the school library program is not identified in the Continuous Improvement Plans as a mechanism for academic achievement, this may be one of the reasons why the particular school library is viewed as an "add-on" or "special" that is funded when extra monies are available. If the CIP committee does not include a school library media specialist, then volunteer to serve on this committee. The CIP reinforces the core reason for providing an effective school library media program — *"because student achievement is the bottom line."*





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The school library media specialist should study the existing CIP; along with, proficiency/achievement test results and local report card data. Use this data to determine the academic needs of the school and/or district then identify how the school library program can help meet these needs. Make sure that the school library program contributions are included as action steps in the Continuous Improvement Plans.

Focus school library program goals on the goals identified in the school mission and Continuous Improvement Plan. Goals may be different from school to school within the district. One school may focus on reading achievement, another on mathematics, still another on technology infrastructure to support teaching and learning. The goals articulate the school library's purpose and become the rationale for enhancing school library collections, technology, staffing and programs.

Benchmark B is a method to ensure that the school library program is not viewed as an "add-on." This benchmark reinforces Baldrige in Education concepts by engaging stakeholders in the design of school library media programs. Stakeholder involvement may be achieved through several means, such as convening a library advisory committee to help shape the library program, surveying stakeholders about library services, and collecting feedback via comment cards, forums or focus groups. The purpose is to use data to create an effective school library program that serves the needs of all stakeholders.

Benchmark C discusses the need to integrate the school library program into the curriculum. The library media specialist should collaborate with classroom teachers to connect information literacy, technology literacy and media literacy instruction with Ohio's academic content standards.

Benchmark D addresses policies that should be in place in order to manage an effective school library media program. These policies include procedure for daily operations, collection development plan, selection and acquisition policy, reconsideration policy, acceptable usage policy (AUP), copyright and fair use policy and budgetary procedures.

Benchmark E is one of the most important concepts in library services. For the school library program to be effective, it must be open and available to all students and teachers. A schedule must be developed with input from all staff members. Teachers must understand how to reserve the library for classroom use and students must know how to obtain a library pass so that they can visit the library on their own.

The American Association of School Librarians (AASL) position statement on flexible access scheduling states that, "the integrated library media program philosophy requires that an open schedule must be maintained. Classes cannot be scheduled in the library media center to



**Benchmark B:** Engage education stakeholders in the process for identification of essential school library services.

**Benchmark C:** Utilize a research-based process in collaboration with teachers to integrate the library program with academic content standards and the district curriculum.

**Benchmark D:** Provide a structured management process for school library program administration.

**Benchmark E:** Maintain a library program that is accessible by **ALL** students and staff, when needed, all day, every day.

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provide teacher release or preparation time. Students and teachers must be able to come to the center throughout the day to use information sources, to read for pleasure, and to meet and work with other students and teachers. Planning between the library media specialist and the classroom teacher, which encourages both scheduled and informal visits, is the catalyst that makes this integrated library program work."

(AASL, 1991).

"Flexible scheduling involves the school library media specialist's and the classroom teacher's collaborating on scheduling classes into the school library media center to meet needs generated by teaching and learning activities in the classroom. Fixed scheduling, the opposite of flexible scheduling, involves students' attending a regularly scheduled class in the school library media center, often on a weekly basis. Although fixed scheduling assures that classes have regular access and instruction, it does not seem to enhance the connection between learning in the classroom and instruction in school library media skills. School library media skills are more likely to be integrated into the curriculum of schools that have flexible media center schedules for students and principals with high expectations for curriculum-involved school library media programs."

*-What Have We Learned about Good Instruction?* Maryland Department of Education



Additional research supporting flexible scheduling may be found in the Wallace Foundation's Library Power Program. Evaluation of the Library Power Program was conducted by researchers at the University of Wisconsin at Madison. They found that prior to participation in Library Power, most schools limited access to the library to fixed schedules.

"Typically, students visited the library as a class at predetermined times — usually once a week. Students who needed library materials at any other time often had to wait until the next scheduled visit. A major premise of the Library Power program was that students would benefit by having access to resources and facilities that support instruction at the time most suitable to the lesson or when they spontaneously expressed interest in a topic." Researchers observed students moving freely in and out of the library, using reference materials, asking for assistance from the librarian, working in groups, or reading on their own (University of Wisconsin at Madison. 1999, p. 11).

Benchmark F addresses roles of school library staff members including the district school library supervisor, the credentialed/licensed school library media specialist and the classified school library paraprofessional and/or library clerk.





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## School Library Supervisor

The supervisor is the administrator accountable for the district school library program. "The library media supervisor directs and administers the library media program based on a plan of action that is defined in the district's mission statement, goals, and objectives. The supervisor is responsible for evaluating and making recommendations for the improvement of the library media program, developing and administering the budget, and administering district policies and procedures" (American Association of School Librarians, 1994). The library supervisor is generally responsible for hiring and evaluating library media specialists and paraprofessional staff members. The supervisor leads the development and revision of district library courses of study, guides alignment of the library program objectives to district curriculum, identifies professional development needs for district library staff and provides opportunities to obtain required professional development.



## Credentialed School Library Media Specialist

The credentialed staff member holds a certificate or license as a school library media specialist. This person is charged with directing a school library media program. *Information Power* (1998) defines four roles that a school library media specialist must fill: teacher, instructional partner, information specialist and program administrator. The school library media specialist serves as a teacher to students and staff by providing instruction in the use of library resources, information literacy skills, technology literacy skills and media literacy skills. The school library media specialist functions as an instructional partner with classroom teachers through team-teaching and collaboration on class projects, activities and assessments. The school library media specialist is also an information specialist who provides leadership in selecting and evaluating resources that support the curriculum. Finally, the school library media specialist administers the library program infrastructure for the school building. This may involve management of policies, budgets, staff, collections, technology, and so on.



## Classified School Library Staff

Classified staff refers to educational aides. Classified staff members play a highly important role in the provision of an effective school library media program. Library paraprofessionals and clerks assist library media specialists in the same manner as teacher aides assist classroom teachers. They work under the direction of the credentialed librarian. As teacher aides are not asked to become mathematics teachers or reading teachers, classified library staff should not be placed in a position where they attempt to fill the role of a credentialed school library media specialist. The American Association of School Librarians maintains that professional (credentialed) staff supported by technical

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(paraprofessional) and clerical staff are critical to the provision of a successful school library program (AASL, 1991).

Examples of classified library staff job duties include:

- Assisting students in locating materials;
- Using the computer system to circulate materials to students and staff;
- Creating student and teacher user cards and maintaining database information;
- Assisting students with use of library computers, media items and technology equipment;
- Processing materials;
- Shelving books;
- Repairing materials;
- Assisting with videotaping;
- Maintaining inventory and other library records.

**Benchmark G:** Utilize effective communication strategies to publicize the school library media program to students, faculty, administrators, parents and community members.

Benchmark G describes the importance of publicizing the school library media program. If students and teachers do not know what is available from the library program, even the very best programs may have low usage rates. Library media specialists should announce new materials and services to library stakeholders, publicize school library activities, present reports to building and district administration, and communicate school library activities to parents and community members.



## Guideline Two: Collection Development and Curriculum

**Effective school library media programs support and enhance the curriculum and are an integral part of teaching and learning.** The school library media program provides all students with up-to-date resource collections; consisting of print, nonprint, and electronic materials that are aligned with the local curriculum, support Ohio's academic content standards, and are selected with input from education stakeholders. The school library media specialist collaboratively plans curriculum-based school library activities, instruction, and assessment with the classroom teacher.

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## The School Library's Role in Curriculum and Instruction

The benchmarks and indicators in Guideline Two define the school library as an educational service that supports curriculum and instruction. This guideline reinforces the school librarian's role as teacher, as partner in the teaching and learning process, as instructional collaborator, as leader in the utilization of instructional resources and technologies. The concepts expressed in the benchmarks and indicators encourage librarians to take a proactive educational approach and reach-out to teachers to make them aware of curricular-based instructional materials, media formats that support differentiated instruction, and technologies that expand learning opportunities beyond the classroom.

### Curriculum and Instruction

Curriculum is the formal subject matter taught in schools. Instruction includes the act of designing lessons based on the curriculum and delivering the lessons to students. School districts generally describe local curricula through board-adopted Courses of Study (COS) or Curriculum Guides. Courses of Study, at the most basic level, specify what will be taught, the time to be spent teaching it and the sequence of instruction. However, to truly guide instruction and learning, a local or district curriculum guide can include much more. The following are useful elements for a curriculum guide to include:

- Information about when students will be assessed;
- Information about what content and in what format students will be assessed;
- Guidance about how the available textbooks and educational resources in the district map to the content in the curriculum guide;
- Ranges of time needed to teach different elements of the curriculum;
- Suggestions for sequencing the content of the curriculum during the school year.

(ODE: Instructional Management System).

### Standards-based Education

Standards-based education is a process for planning, delivering, monitoring and improving academic programs in which clearly defined academic content standards provide the basis for content in instruction and assessment. In standards-based education, the standards help ensure that students learn what is important, rather than allowing

**Benchmark A:** Establish a collection development plan which identifies policies and procedures for the selection, evaluation, acquisition, and maintenance of materials to be included in a quality school library collection.

**Benchmark B:** Provide access to resources located within and outside the walls of the school building (local, state, and regional networks).

**Benchmark C:** Provide procedures for reconsideration of materials.

**Benchmark D:** Provide leadership and assistance to faculty in the area of instructional design, collection evaluation, library-based technologies, and acquisition of and utilization of curriculum-based school library resources.

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textbooks to dictate classroom practice. Student learning is the focus of standards-based education. Standards-based education aims for high and deep levels of student understanding that go beyond traditional textbook-based or lesson-based instruction. Although standards define individual skills, standards-based education does not promote a skill-by-skill methodology. Multiple standards can and should be integrated in instructional activities.

Standards delineate what matters. When teams of education professionals and community members develop standards, the resulting statements define the importance of skill, knowledge and performance in key content areas. Standards provide an experience- and research-based picture of how students develop academically from grade to grade in order to perform successfully in educational and real-world settings.



Standards provide clarity and a fixed point of reference for students and teachers. Academic content standards provide a set of clear and rigorous expectations for all students. Academic content standards provide clarity to teachers on what content and skills to teach at each grade-level. In a standards-based system, teachers know what they are expected to teach and students know what they are expected to learn. A standards-based system provides a common set of expectations and helps educators identify and measure what students know and can do.

Standards guide instruction that is focused on student learning. Standards serve as a basis for instructional planning that ensures all teachers first consider what they want students to know and be able to do as a result of their instruction. Additional information about standards-based education and Ohio's academic content standards may be found on the Ohio Department of Education's Instructional Management System, (The IMS) located at this URL: [ims.ode.state.oh.us/ode/ims/](http://ims.ode.state.oh.us/ode/ims/).



Standards also meet federal guidelines. The Reauthorization of the Elementary and Secondary Education Act (ESEA), known as the No Child Left Behind Act, was enacted Jan. 8, 2002, to expand choices for parents, focus resources on proven educational methods and provide accountability for results. The No Child Left Behind Act mandates that all states create strong standards that specify what every child should know and learn and that all states measure student achievement against the standards in grades three through eight (Ohio Department of Education Web site, 2002).

## Library Collections which Support Curriculum and Instruction

Kliebard (1989) states that there are four aspects that underlie curriculum development: what is going to be studied; who will be taught; how the

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material will be taught; and what interrelationships exist between subject matter. Eisenberg and Berkowitz (1988) list five ways that a school library media center supports the school's curriculum including provision of; curriculum resources, reading guidance, information services, curriculum consultation and curriculum development. To do these things effectively, a library collection must be aligned with the curriculum and support the needs of the teachers and students.

## Library Collection Evaluation

There are two reasons for evaluating library resource collections. One is to determine the quantitative value, which may be defined by number of volumes, circulation or monetary worth of the collection. The other is to determine the qualitative value of the collection. *Does the collection meet the needs of the students and teachers?*

Van Orden (2001) states that as manager the library media specialist needs information on which to base decisions. The school librarian identifies several questions to answer as part of the collection evaluation process including the three below that are timely for Ohio schools:

- Is the collection responsive to changes in the school program?
- Does the collection include formats preferred by the users?
- Does the collection hinder or help the library media program?

(Van Orden, 2001 pp. 253-254).

The move toward standards-based education and the adoption of academic content standards is one of the largest initiatives in Ohio schools today. School librarians should evaluate collections to determine if the collections support the academic content standards and identified local curriculum; as well as, whether or not the collections are available in multiple formats that support differentiated instruction. They should analyze collections based on grade-level curricular needs not on Dewey categories. Library collections may be large and new, but if they are not selected based on the needs of students and teachers, they may not be used or viewed as an asset to student achievement.

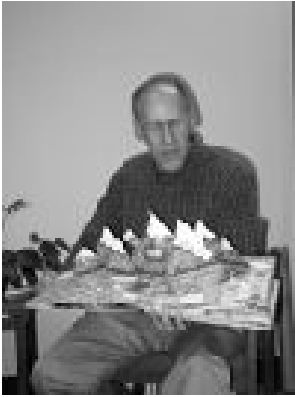
Information Power's (1998) fifth principle outlines the need for library collections to be developed and evaluated collaboratively by librarians and teachers. This collaborative process ensures that the collection meets the needs of all learners.

## Collection Development

A school library collection development plan should include collection data, selection and acquisition policy, reconsideration policy and a needs assessment.



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*Operating Standards for Ohio Schools (3301-35-06):*

## ***I. Educational support services***

1. ***Instructional materials, including library media materials, technology, and other student support services shall:***
  - a. *Support the district's mission, educational goals, and strategic plan;*
  - b. *Support the objectives specified in the course of study and the learning needs of students;*
  - c. *Be current;*
  - d. *Be selected according to adopted policies and with the involvement of credentialed staff.*

## **Collection Data**

Collection data should include quantitative and qualitative data which may be used to guide purchases, to promote resources, to provide statistics for administrative reports, to inform decision-makers of library needs and to serve as evidence documenting use of the school library program's resources. Types of collection data that may be helpful to the school library media specialist include:

- Size of collection with break down by academic area;
- Age of collection with break down by academic area;
- Circulation statistics with break down by academic area;
- Alignment of collection to academic content standards and local curriculum;
- Analysis of collection strengths and weaknesses.

## **Selection and Acquisition Policy**

Every school district should have a board-adopted selection and acquisition policy that determines how instructional materials are obtained for use in schools. Selection focuses on the methods for selecting library material and should include a process to evaluate the material to be included in the library collection. Acquisition refers to the method for acquiring/obtaining the material and may detail strategies for purchase and inventory of materials.

The selection and acquisition policy should be reviewed to ensure that the scope of coverage includes library media and technology programs. Many times the policies address textbook selection exclusively. If this is the case, the policy may not be broad enough to guide a reconsideration request (material challenge) or to support the acceptance or decline of donated educational material.

Criteria used to evaluate material for selection may include but are not limited to the following items:

- Alignment to academic content standards and local curricula;
- Needs identified in the school or district Continuous Improvement Plan;
- Currency and accuracy;
- Authority;
- Reading level;
- Age and grade-level appropriateness;
- Material format;
- Literary quality.

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Woolfs (1999 p. 162) states that selection policy should identify the selection tools that school library media specialists use in selecting material for purchase. These tools may include bibliographies of award-winning books, collection development guidebooks, reviewing journals, book reviews and other references. In addition to the traditional library reviewing sources, library media specialists also should consult journal and/or reviewing sources from content specific professional organizations (the best resources for science might be reviewed in the science organization's journal—and likewise for other professional organizations).



The selection policy also should include strategies for deselecting (weeding) which may include but are not limited to, the following:

- Replacement of worn or damaged material;
- Weeding inaccurate or outdated material;
- Relocating and/or appropriate storage of deselected material;
- Repairing damaged material.



## Reconsideration Policy

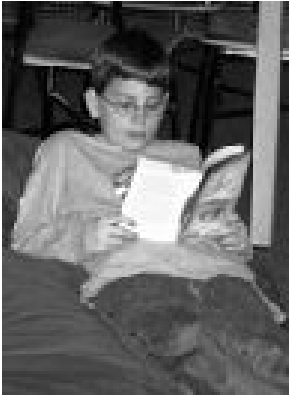
In addition to the selection and acquisition policy, every school district should have a board-adopted reconsideration policy. This policy may assist districts in the event that material in the library media center collection is challenged as inappropriate. The term "reconsideration" stems from the requested action (a person objects/challenges the material and the school district reconsiders the educational value of the item).

The policy should identify the procedures to follow when educational material is challenged; including, the process for reviewing the challenge and the composition of the reconsideration committee. Procedures to consider include but are not limited to, the following:



- Require the use of a written reconsideration form;
- Identify whether the entire work is being challenged or only portions;
- Determine if the complete work was read/viewed or only excerpts were read/viewed by the person submitting the challenge;
- Establish guidelines for composition of the reconsideration committee and consider seating a standing committee that reviews all challenged material. Districts may need to supplement the standing committee with appropriate curriculum designees based on the academic content area of the challenge (e.g., administrator, library media specialist, teacher, higher education faculty, student, parent, community member);

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- Develop guidelines for the reconsideration committee to use as they review the challenged material (e.g., the reconsideration committee should be required to read or view the entire work);
- Determine how the reconsideration committee will submit findings and or recommendations to the administration and/or school board for final reconsideration decision.

## Needs Assessment

The needs assessment identifies the "needs" or items and/or subject matter which should be acquired in order to update the library collection or support a particular identified educational need. The needs assessment should be based on collection data. The needs assessment may be used to form a purchasing plan, as data to request monies for collection improvement, or as evidence/rationale in support of a grant application.



## Reading Comprehension Strategies:

- *Preview Text*
- *Re-read Text*
- *Skim/scan Text*
- *Identify Purpose of Text*
- *Summarize Text*
- *Ask Questions about the Text*
- *Use Graphic Organizers to Analyze the Text*

(ODE, 2002, p. 270).



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## Guideline Three: Literacy and Reading Support

**Effective school library media programs promote and encourage reading for academic achievement and life-long learning and leisure pursuits.**

School library media programs offer reading enrichment programming through participation in national and state reading celebrations and initiatives. The school library media specialist collaboratively plans reading activities with building teachers. School library media staff read to students, promote literature, reinforce reading skills, and encourage independent reading for personal enjoyment.



### *School Library Media Specialist's Role in Reading Achievement:*

- *Reinforce Reading Instruction*
- *Provide Reader's Advisory*
- *Participate in Reading Promotions and Celebrations*
- *Provide Sustained Silent Reading*

The Ohio standards for English language arts state that a "strong foundation in reading is essential for education and participation as a citizen." (ODE, 2002). Reading, "getting meaning from print," regardless of whether the printed text is hardcopy (on paper) or electronic (on a screen), is the one skill that underlies learning in all disciplines. (Zemelman, Daniels and Hyde, p. 30).

Educators can ensure that students receive a solid foundation in reading by understanding how reading is learned in the primary grades. The English language arts standards encourage reading programs that include phonemic awareness, phonics, fluency, vocabulary, and text comprehension. Phonemic awareness is one of the first skills needed for reading. It is the ability to distinguish and identify the sounds of language. Once students learn the sounds of letters they can connect these sounds to alphabetic symbols. Phonics is the ability to know the relationship between printed letters and spoken sounds and to apply that knowledge to an unknown word. As students apply phonetic analysis to unknown words and decode the words, they are building a reading vocabulary of sight words. Repeated exposure to known words in the expanding vocabulary helps students focus on comprehension, instead of on decoding the sounds of the word, which leads to greater fluency. (ODE, 2002, pp. 270-271).

## **The School Library Media Specialist and Reading:**

The Development of good reading skills should be the goal of all teachers across the curriculum, including the school library media specialist who has an important role to perform in the reading life of the school. A variety of reading studies conducted by Dr. Stephen Krashen (University of Southern California) have shown that reading has a positive impact on student's comprehension, vocabulary, grammar, spelling, writing fluency and complexity, attitudes toward school and self-esteem. (Krashen, 1993, pp. 2-3). Much of this research was used to develop the Guideline Three benchmarks.

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**Benchmark A:** Provide students with age-appropriate fiction and nonfiction reading material and assist in the location and selection of reading materials based on student reading level, interests, and information needs.

**Benchmark B:** Read to students.

**Benchmark C:** Tell stories and facilitate multidisciplinary reading experiences.

**Benchmark D:** Provide readers advisory services.

**Benchmark E:** Participate in state and national reading activities such as Children's Book Week, Teen Read Week, National Library Week, School Library Month, Right to Read Week.

**Benchmark F:** Facilitate linkages to reading activities such as, after school programs, public library reading clubs, summer reading program, and other literacy initiatives.

**Benchmark G:** Provide time for sustained silent reading.



Krashen's research has resulted in the following conclusions expressed as "cures" in his book, the *Power of Reading*:

- "Children get much of their reading from libraries;
- Access to a school library results in more reading;
- A school librarian makes a difference in the amount of reading;
- Larger school library collections and longer hours increase circulation;
- Larger school library collections mean higher reading scores;
- The richer the print environment, the better the literacy development;
- Book displays help encourage children to read;
- Children read more when they see other people reading;
- Teachers need to be models by reading for pleasure when students are reading;
- Young people's reading choices are influenced by their peers;
- Children prefer paperback books to hardback books."

(Krashen, 1993, pp. 34-46).

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## Importance of Reading Aloud:

"Hearing books read aloud is the beginning of learning to read." (Zemelman, Daniels, and Hyde, 1998, p. 30). School library media specialists working in elementary schools should read and tell stories to their students. This experience helps students learn that there is a connection between the words they hear and the words on the page. However, reading aloud should not stop at the elementary school level. All students benefit from hearing stories, free voluntary reading and sustained silent reading. Krashen's work states that, "students read more when they listen to stories and discuss them, that hearing stories has a direct impact on literacy development, and that even college students read more and read higher quality material when someone reads to them" (Krashen, 1993, p. 39).

While reading to students:

- Ask targeted questions to determine if meaning is clear;
- Discuss pictures, illustrations, charts, tables, and graphs that explain the story;
- Ask questions about the main ideas and details for the story while reading;
- Discuss possible themes, likely motives, traits of characters while reading;
- Speculate about authors' purposes, views, and interests through evaluation of chronological order, order of importance and spatial order while reading;
- Identify and discuss cause and effect relationships, compare and contrast, fact versus opinion, and sequencing through exposure to multiple sources while reading.

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**Benchmark H:** Share multicultural children's books in culturally conscious ways.

**Benchmark I:** Assist teachers in choosing quality literature to supplement and enrich their curricular studies.

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## The Role of Technology

### Guideline Four: Library-based Technology

**Effective school library media programs provide, integrate, and utilize a technology rich environment to support teaching and learning.**

Expanded access to information is achieved by providing cutting-edge technologies that enable the school library media center to function as a virtual gateway to information. Technology is used to acquire, organize, produce and disseminate information. Assistive technologies equalize access to information for all students. The school library media specialist provides leadership to students and staff in the use of the Internet, electronic resources and other library-based technologies.



Guideline Four addresses the technology infrastructure needed to support effective school library services; and the technical abilities of school library media specialists. Technology is important in education because it expands the learning environment. "Technology increases student learning opportunities, motivation, and achievement; it helps students to acquire skills that are rapidly becoming essential in the workplace; and it breaks the barriers of time and place, enabling students in any community, no matter how remote or impoverished, to have access to high-quality instruction" (U.S. DOE, 1996).

Benchmarks A and B focus on providing access to computer technology and online catalogs; as well as, making linkages to external catalogs and other sources for acquiring materials. INFOhio, OPLIN, OhioLink and MORE are each state provided services which enable access to Web-based library catalogs. These programs are described in the resources section of this document.

Benchmark C reinforces the library media specialist's technology role, by encouraging librarians to assume a leadership role and teach the faculty how to integrate technology into the curriculum. "Curriculum integration with the use of technology involves the infusion of technology as a tool to enhance learning in a content area or multidisciplinary setting. The technology enables students to learn in ways not previously possible" (ISTE 2000).

The National Association for the Education of Young Children, suggests that technology is more likely to be routinely integrated into instruction when technology is used daily in classroom activities and the activities

**Benchmark A:** *Provide, integrate and utilize online public access catalogs (OPACs) to locate and circulate school library materials.*

**Benchmark B:** *Provide networked computers for staff and student use.*

**Benchmark A:** *Demonstrate effective usage of library-based technologies, including the Internet and other electronic resources, for teaching and learning.*

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**Benchmark D:** *Develop a virtual school library presence that students may access remotely.*



extend and expand learning experiences to cross-curricular subject-matter. (NAEYC 1998).

Benchmark D encourages school librarians to develop a "virtual presence" for the school library to extend library services. "The scope of information on the World Wide Web is expanding at an overwhelming rate. While schools are educating students to be sophisticated, critical and effective users of information resources, schools can use Web sites to connect students and staff with high quality, reliable resources... Putting resources online also means that more and more students will have quick and easy access to these carefully selected materials in their own homes on any day around the clock" (Logan and Beuselinck, 2002, p. 4).

According to the Pew Research Center's *Internet and American Life Project*, "three in five children under the age of 18—and more than 78% of children between the ages of 12 and 17—go online." Students use the Internet for schoolwork and to communicate with friends. They regard the Internet as "a virtual textbook and reference library . . . as a virtual tutor and study shortcut . . . as a virtual study group . . . virtual guidance counselor . . . locker, backpack, and notebook" (Levin and Arafeh, 2002).

In addition to these statistics the Pew Research Center found that, "44% of Internet users have created content for the online world through building Web sites, creating blogs and/or sharing files" (Pew, 2004, p. 2).

An effective school library Web page allows students to access the school library collections and services at their point of need, from any location. "A school Web site can be viewed as a community resource that can be tapped at any time for support and guidance . . . This type of service on school Web sites can add a new dimension to the way that community members and parents view the school" (Logan and Beuselinck, 2002, p. 2).

A school library Web page connected to the school's Web site will keep the library open 24/7. A school library Web page should at minimum provide information about library services, hours of operation, the library staff, electronic user guides, pathfinders and/or tutorials.

School librarians may also want to extend access to the library collection and services by making the OPAC (Online Public Access Catalog) and curriculum-based electronic resources accessible via remote access through the Web page.

## School Libraries and Equitable Access

Benchmark E discusses the importance of resource accessibility for all students.



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## Accessible Technology

Technology is accessible when it is easily used by people with disabilities and is designed to be available to anyone, no matter what sort of assistive technology he or she might use or how he or she accesses the information. (SREB, 2003). The Southern Regional Education Board (SREB) published a brochure *Accessible Information Technology Resources: A Quick Reference Guide for Educators* that identifies several organizations, agencies and Web links that provide information on assistive and accessible technologies.

The World Wide Web Consortium (W3C) through its Web Accessibility Initiative (WAI) is developing technologies, guidelines and tools in order to "bring the Web to its full potential" (World Wide Web Consortium, 2003). In addition to these tools that support accessible Web design used by designers of Web content, educators and other Web consumers can use tools to evaluate Web accessibility. Web site validators allow Web users to verify accessibility or inaccessibility of Web sites. Bobby™ ([www.cast.org/bobby](http://www.cast.org/bobby)), a common Web validation tool may be used to test a Web site's accessibility compliance with the World Wide Web Consortium accessibility guidelines and the 508 guidelines (Lazzaro, 2001).

## Assistive Technology

Assistive technology devices and services enable students with disabilities to achieve higher expectations, participate in less restrictive environments, and gain independence. Assistive technology devices and services are tools that support the student's ability to perform educational tasks more effectively and with more efficiency.

"With appropriately selected and used devices and services, students with disabilities can access the same educational opportunities and meet the same academic standards as their classmates" (NASBE and U.S. DOE, 1999).

The Individuals with Disabilities Education Act (IDEA) amendments of 1997 require that the need for assistive technology be considered for every child receiving special education services. For example, a student with visual impairments uses a closed circuit TV to magnify text. A student with hearing impairments uses an amplification system to receive teacher instruction. A student who is unable to speak points to pictures on a communication board to interact with classmates. A computer can be used to complete written work for a student who is having difficulties with reading and writing. A student with motor difficulties uses adapted sporting equipment to participate in the physical education curriculum. Through the use of assistive technology, students with disabilities are given an opportunity to access and progress in the general curriculum.

**Benchmark E:** *Provide assistive technologies in order to make all library services accessible to staff and students with disabilities.*

*Section 508(a)(2)(A) of the Workforce Investment Act of 1998, includes the Rehabilitation Act Amendments that require the federal government's Architectural and Transportation Barriers Compliance Board to publish standards establishing a definition of electronic and information technology and the technical and functional performance criteria necessary for accessibility of such technology.*

*Assistive technology is "any item, piece of equipment or product system, whether acquired commercially off the shelf, modified or customized, that is used to increase, maintain, or improve functional capabilities of a child with a disability." (IDEA - P.L. 105-17, Part A - General Provisions, Section 602, Definitions).*

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ORCLISH [www.orclish.org](http://www.orclish.org)

Additional information about assistive technologies, access to devices and professional development for teachers may be obtained by contacting the Ohio Department of Education's Office for Exceptional Children and ORCLISH, (an organization that provides services to parents and educators of students with low incidence and severe disabilities).

DisabilityInfo.gov, another resource to be aware of, is a comprehensive online Web site designed to give people with disabilities the information they need. The site provides access to disability-related information and programs available from the government on numerous subjects, including civil rights, education, employment, housing, health, income support, technology, transportation and community life.

[disabilityinfo.gov](http://disabilityinfo.gov)

*Benchmark F: Practice and communicate ethical and responsible usage of library-based technologies.*

Benchmark F requires the school library media specialist to demonstrate ethical and responsible use of library materials and technology at all times. The librarian, serving as an educational leader should provide the faculty and students with information on copyright, intellectual freedom, author/creator ownership rights and fair use of materials. Specific information about these topics is addressed in the resources section of this document.

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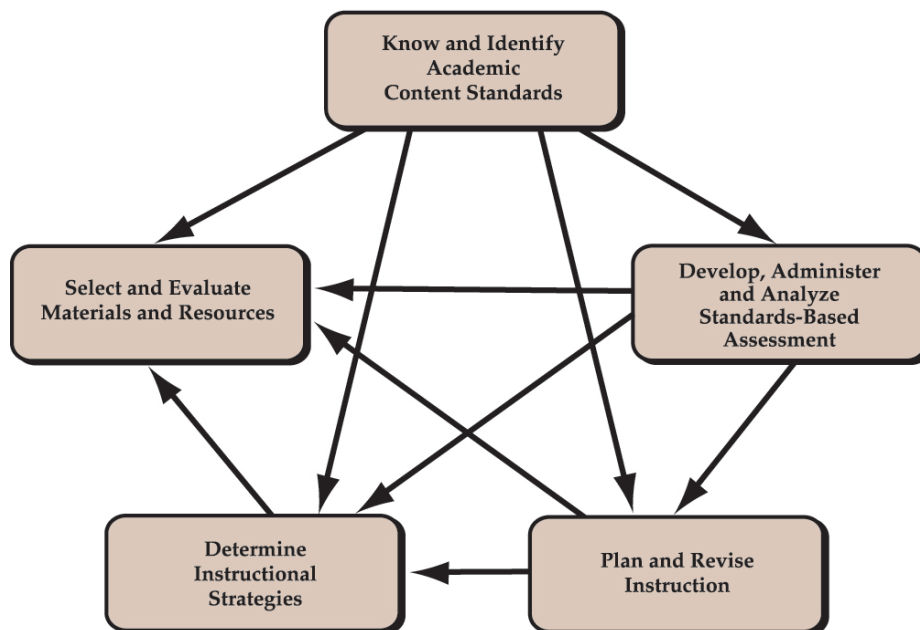


## Planning for Instruction

Ohio's academic content standards provide the foundation for planning integrated instruction and assessment in the classroom. Ohio's library guidelines should be used in conjunction with the academic content standards as a strategy for reinforcing the curricular subject matter; as well as, providing the necessary information literacy, technology literacy and media literacy skills required for students to manage information and build knowledge.

Standards-based instruction is a process for delivering, monitoring and improving education in which all educational planning and implementation begins with the state academic content standards.

**Standards-Based Instruction**



In a standards-based classroom, teachers start with the state standards as the basis for classroom instructional planning, rather than starting with a textbook or other classroom materials. Teachers select a unit of instruction that meets the standards, benchmarks and indicators and use the standards to determine how the unit shall be designed, assessed, delivered and evaluated. The graphic above shows how standards form the basis for all planning, instruction and assessment. Note how the arrows all extend from the academic content standards. **Please note that**



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*Backward Design: "One starts with the end- the desired result (standards)- and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform" (Wiggins and McTighe, 1998).*



*National Education Technology Plan Goal Three: All students will have technology and information literacy skills. (U.S. DOE, 2000).*

**resources, which may have previously been the basis for instructional planning, are selected only after decisions have been made about content, assessment and instruction; note that the arrows in the graphic all lead to resources—no decisions are driven by resource selection.**

Instruction always begins with identifying the benchmarks and indicators to be addressed and then determining what instruction the student needs to achieve the benchmarks. Lesson planning in standards-based education begins with a pre-assessment and ends with a post-assessment. Pre-assessment directs the instruction that needs to occur. Knowledge and skills are developed through a variety of lessons and activities. Ongoing assessment is a tool that aids in monitoring success and defines areas for improvement. The final assessment is a means to verify that the objectives have been met. The cycle of assessment, revision, teaching and assessment is paramount to successful standards-based education. (ODE, 2004).

## Instructional Guidelines

Library instruction can no longer rest on traditional library skills taught on "library orientation" day. Guidelines Five, Six and Seven address the important information literacy, technology literacy and media literacy skills that students need to know and be able to do as a result of an effective school library media program. This instruction should be integrated (at the point of need) into each academic content area.

### Guideline Five: Information Literacy

**Effective school library media programs provide information literacy skills instruction.**

Information literacy is the ability to locate, process, evaluate and utilize information. School library media programs provide information resources in a variety of formats and readability levels. The school library media specialist teaches students how to access, use, and evaluate information resources efficiently and ethically based on academic or personal need. This instruction should be correlated to specific academic content standards and taught as an integrated process.

The importance of information literacy is discussed in the Foundations section of this document. The concept's acceptance into pedagogical theory accompanied the adoption of the computer as a primary instructional tool and the rise of the Internet as a source of information for the educational community. This instruction lends itself to collaboration between classroom teachers and library media specialists. Collaboration promotes cross-curricular interdisciplinary projects that bring subjects together.

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Guideline Five includes a broad range of library abilities such as:

- Developing awareness of the purpose and function of school and other types of libraries;
- Understanding library organization and circulation;
- Appreciating literature and reading for pleasure;
- Learning about information;
- Exploring primary/secondary sources and other reference sources;
- Evaluating resources;
- Practicing responsible use.

Guideline Five introduces an Ohio research model that may be tailored to specific grade-levels. The steps in the research model include deciding, finding, using and checking information. These steps may be incorporated into instruction for all students.

In the K-2 grade band, Benchmark E requires students to understand what information is and use a process to find information. K-2 students should begin the information process by learning about information. They should identify what information is and recognize that it can be represented in a variety of ways (e.g., numbers, words, pictures, sounds). They begin to use the research model components, “decide, find, use, check.” By the end of the K-2 grade-band students have gained information experiences similar to these:

## Ohio Research Model Skills (Grades K-2)

**Understanding Information:** Talk about the difference between factual information and fiction (e.g., what is real and what is pretend or make-believe).

**Decide:** Decide what information is needed (e.g., brainstorm needs by deciding what you already know, what you need to know, and what you want to learn).

**Find:** Find information about the topic by using library materials.

**Use:** Use the information and communicate findings orally, visually or in writing.

**Check:** Check work by discussing the process used to find the information.

## Ohio Research Model Skills (Grades 3-5)

By the end of the 3-5 grade-band students have gained information experiences similar to those described here:



*"The information explosion has provided countless opportunities for students and has dramatically altered the knowledge and abilities they will need to live productively in the twenty-first century. Students must become skillful consumers and producers of information in a range of sources and formats to thrive personally and economically in the communication age."*

AASL/AECT 1998, p. 2.



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**Decide:** Generate a topic and open-ended questions for research. Brainstorm possible keywords or resources.

**Find:** Develop a search strategy that uses appropriate and available resources including narrowing or broadening the search topic/question. Explore a variety of resources such as school, public or community resources.

**Use:** Utilize peer evaluation techniques and authentic assessments to analyze information. Skim, take notes, paraphrase and organize information using graphic organizers. Create a list of resources using a simple bibliographic format.

**Check:** Communicate findings orally, visually or in writing and draw conclusions about findings. Evaluate the research project and process.

## Ohio Research Model Skills (Grades 6-8)

By the end of the 6-8 grade-band students have gained information experiences similar to those described here:

**Decide:** Formulate an essential question to guide the research process.

**Find:** Identify and evaluate relevant information and select pertinent information found in each source. Expand search strategies by using Boolean logic. Narrow or broaden search topic/question according to how many resources are located. Seek information from a variety of viewpoints.

**Use:** Analyze information, finding connections that lead to a final information product. Demonstrate how to determine copyright issues when creating new products (e.g., permissions to use articles and graphics, credit information to be included). Use a teacher or district designated citation-style manual to credit sources used in work (e.g., MLA Style Manual, APA Guidelines). Examine diverse opinions and points-of-view to develop and modify own point-of-view (e.g., view culture, background, historical context). Take notes, organize information into logical sequence, and create draft product (e.g., report, research paper, presentation). Digitize information for archiving and future use (e.g., creating an electronic portfolio of curricular projects).

**Check:** Revise and edit information product. Communicate, publish and disseminate findings to multiple audiences in a variety of formats (e.g., report, speech, presentation, Web site). Evaluate final product for its adherence to project requirements (e.g., recognize weaknesses in process and product and find ways to improve).

## Ohio Research Model Skills (Grade 9-12)

By the end of the 9-12 grade-band students have developed their own research models and information-seeking strategies. The level at which they apply each of the steps, "decide, find, use, check," is greatly



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enhanced and gives them the ability to manage their processes and the new knowledge that they have generated. Information experiences of the 9-12 grade students are similar to those described below.

**Decide:** Derive a personally developed research model to conduct independent research.

**Find:** Refine the information question to focus the research process, modifying the question as necessary to broaden or narrow the inquiry.

**Use:** Critique information sources to determine if different points of view are included. Integrate multiple information sources in the research process. Create a product to communicate information, representing a personal point of view based on findings.

**Check:** Adhere to copyright and intellectual property laws and guidelines when creating new products (e.g., standard bibliographic format, permissions to use information created by others).

**Manage:** Archive final product in a format accessible in the future.



## Guideline Six: Technology Literacy

**Effective school library media programs provide technology literacy skills instruction in the usage of library-based technologies.**

Technology literacy skills include appropriate and ethical use of technology for information access, retrieval, production and dissemination via electronic resources networks, and the Internet.

The second national education technology plan, *e-Learning: Putting a World-Class Education at the Fingertips of All Children* (2000) linked technology and information literacy skills. This linkage applies the concept of information literacy to information that is created or accessed technologically. This point is reinforced by the fact that several of the technology and information literacy grade-level indicators presented in the library guidelines also were replicated in the technology academic content standards.

School librarians have a definite role to play in providing students with effective technology skills. These skills include using online public access library catalogs (OPACs), Web-based electronic resources, Internet concepts, search strategies, Web site evaluation and responsible use of the Internet. These skills provided by library media specialists, coupled with skills provided by technology teachers, support the No Child Left Behind eighth grade technology mandate.

*No Child Left Behind, Title II, Part D, Subparts 1 and 2, identifies goals that determine how education can be enhanced through technology; including assisting students in becoming technology literate **by the end of eighth grade** and ensuring that all teachers are able to integrate technology into the curriculum in order to improve student achievement. (No Child Left Behind: Desktop Reference, U.S. DOE pp. 85-87).*

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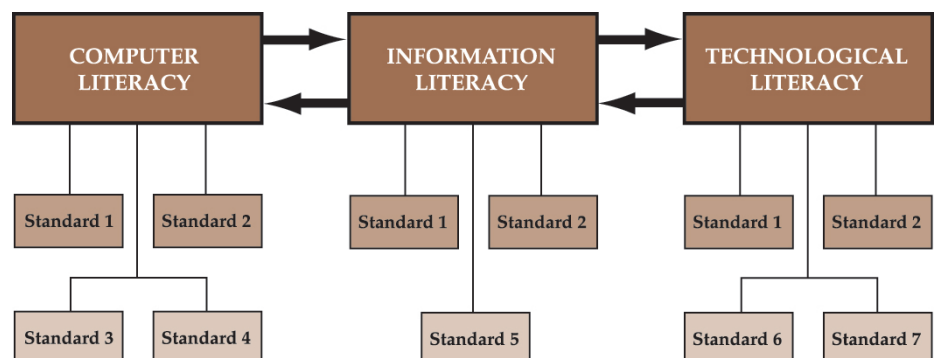
## Understanding Ohio's K-12 Technology Standards

The seven Ohio technology academic content standards provide a basic understanding of technology, how to use technology tools to enhance teaching and learning, acquire and communicate information, solve problems and design solutions. The technology standards address three intersecting literacy areas: computer and multimedia literacy, information literacy and technological literacy, which may be taught simultaneously with other academic content areas. The fifth technology standard; *Technology and Information Literacy*, should be integrated into every content area. This standard identifies strategies for conducting research in a technological environment.

The **Computer and Multimedia Literacy** strand includes the ability to appropriately use hardware, software applications, multimedia tools, and other electronic technology. It harnesses the use of educational technology tools for productivity, communication, research and problem solving. Several of the benchmarks and indicators connect directly to Library Guidelines Six and Seven.

The **Information Literacy** strand is directly aligned to the Library Guideline Five. Technology-based information literacy skills encompass the use of the Internet and other electronic information resources for research and knowledge building. It focuses on effective methods for locating, evaluating, using and generating information.

The **Technological Literacy** strand addresses the abilities needed to participate in a technological world. It is the intersection of mathematics, science and technology. It specifies unique knowle.g., devices and capabilities used to solve problems. It identifies career connections between technology and the world of work. Technological literacy includes technology education and pre-engineering concepts. Library media specialists can support this strand by collaborating with technology education teachers.





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## Guideline Seven: Media Literacy

**Effective school library media programs support the learning of media literacy skills in collaboration with classroom teachers, technology integration specialists and technology coordinators.**

Media literacy encompasses the use of communication competencies and critical thinking skills, including the ability to access, interpret, evaluate and communicate information delivered in a variety of medium formats. Media-based resources include print and non-print materials that use image, text, language, sound and motion to convey informational communications and messages.

Technological advances have enabled the creation and dissemination of information to be accomplished through electronic media tools. Information may be presented in a media format which uses images, voice and sound. The information can be changed or manipulated through the technology. Sometimes the manipulation is good (restoration of primary source photographs or videos) and sometimes it is not (changing the sequence of recorded events or manipulating recorded events to present a different impression of the event). Regardless of the media format, students need to apply concepts of information literacy to the information that is expressed in the media. This new literacy area is described as media literacy because the necessary skills include understanding electronic media tools.

School library media specialists have traditionally dealt with these skills within the print environment. Now that multimedia products and programs comprise a significant segment of all library media collections, it is important to expand the definition of “literacy” and to develop the skills necessary to be effective consumers of information presented through media.

The concept of media literacy requires higher-level thinking skills. Children who have learned to read and comprehend the printed word must now learn to “read” and comprehend visual images and the spoken word critically. The librarian’s role is one of information specialist, who collaborates with technology teachers and subject-matter teachers to help students decipher the information presented in media messages.

Library Guideline Seven is organized into three strands: *the role of media messages; the elements of media messages; and the evaluation of media messages*. The benchmarks and indicators address not only recognition and comprehension but extend to students’ own media productions. Media messages about social and ethical issues also are addressed. The skills defined here could serve as core skills for a media studies course taught by an English or journalism teacher. The intent for inclusion in the library guidelines document is not to create media literacy courses but only to ensure that the skills have a presence across the curriculum.

*The media literacy skills defined in the library guidelines could serve as core skills for media literacy courses taught by an English or journalism teacher. The intent for inclusion in the library guidelines document is not to create library courses in media literacy. The intent is only to ensure that the skills have a presence across the curriculum. These skills have crosscurricular boundaries, and therefore, have a natural home in the library guidelines and technology academic content standards.*

*“Media literacy is a new, expanded view of traditional literacy, which acknowledges and includes the role and the impact of the mass media. Underlying it is the idea that electronic and other popular media are ‘texts’ that require comprehensive understanding. Reading printed text requires more than simply decoding letters into words or sounds, it involves finding meaning, motive, structure and affect. The same goes for reading electronic text” (Megee, 1999, p. 101).*

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Many of the benchmarks and indicators described in Library Guideline Seven are included in Ohio's technology standards and are taught in context with technology production, communication and journalism courses.

## **Media Literacy Resources:**

National media literacy standards have been included within English language arts standards in McREL's *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education*, accessible from McREL's Web site at this URL: [www.mcrel.org/compendium/browse.asp](http://www.mcrel.org/compendium/browse.asp). The media literacy standards are encompassed in standard nine (viewing) and standard ten (media).

Cable in the Classroom (CIC) has defined media literacy as, "the ability to access, understand, analyze, evaluate, and create media messages on television, the Internet and other outlets." CIC has described the need for media literacy in this way, "media literacy can help us interpret the messages we receive daily from media sources—by applying the same critical-thinking skills used in reading and writing to other forms of media." (CIC, 2004). Additional information may be accessed via Cable in the Classroom's (CIC) Media Literacy Web site located at this URL: [www.ciconline.org/Enrichment/MediaLiteracy/default.htm](http://www.ciconline.org/Enrichment/MediaLiteracy/default.htm).

The Center for Media Literacy (CML) has described media literacy as "teaching critical thinking." The CML has developed a downloadable MediaLit Kit™ that includes essential media literacy questions all students should ask when they review media sources. The kit may be accessed through the CML Web site located at this URL: [www.medialit.org](http://www.medialit.org).

- "Who created the message?
- What techniques are used to attract my attention?
- What lifestyles, values and points of view are presented in or omitted from the message?
- Why was this message sent?
- How might different people understand the message differently from me?"

(CML, 2004).

The Channel One network produced the *Media Mastery Series: Teaching the News and Teaching Advertising* which provides lesson plans that may be used in classrooms.

[www.teachworld.com/tw\\_pages/media\\_mastery.html](http://www.teachworld.com/tw_pages/media_mastery.html)

The PBS Media Literacy Web site includes an online quiz to test media literacy skills, activities to use in the classroom, sources for research and links to media education organizations. The site is maintained within



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PBS Teacher Source located at this URL: [www.pbs.org/teachersource/media\\_lit/media\\_lit.shtm](http://www.pbs.org/teachersource/media_lit/media_lit.shtm).

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## Making Library Connections Across Standards and Disciplines

Collaboration, leadership and technology are integral to every aspect of the library media program and every component of the library media specialist's role. They furnish the theoretical and practical grounding both for the program and for all the activities of the library media specialist; which include serving as an instructional partner in learning and teaching, providing information access and delivery and administering and managing the program.

(AASL and AECT, 1998, p. 49).



Ohio's academic content standards provide a set of clear and rigorous expectations for all students. They provide clarity to teachers on what content and skills to teach at each grade level. In a standards-based education (SBE) system, teachers know what they are expected to teach and students know what they are expected to learn.

How the material will be taught remains a local school and district decision. The model curricula on the Instructional Management System (IMS) provide suggestions to educators about how to implement the academic content standards.

The SBE approach is the perfect opportunity for school library media specialists to become "teacher-librarians" who are truly partners in the instructional process. By targeting standards as a focus for instruction, assessment and student learning, Ohio teachers and school librarians can ensure that they are providing their students with deep and rich learning opportunities, to prepare students to meet the accountability and future work and school demands of the 21st century.



School library media specialists should familiarize themselves with Ohio's academic content standards, then collaborate with classroom and subject-area teachers to provide effective instruction that incorporates information literacy, technology literacy and media literacy skills into the curriculum. The Library Guidelines/ACS Alignment chart identifies alignments or connections between Ohio's library guidelines and the academic content standards.

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**Library Guidelines ACS Alignment and Correlation Chart**

Library Guidelines	English Language Arts	Fine Arts	Foreign Language	Mathematics	Science	Social Studies	Technology
<b>Guideline 5 Information Literacy</b>	Research Standard	Historical, Cultural and Social Contexts	Communication Standard	Data Analysis and Probability Standard	Scientific Inquiry	Social Studies Skills and Methods	Technology and Information Literacy Standard
	Reading Processes Standard	Analyzing and Responding Standards	Connections Standard	Mathematical Processes Standard	Scientific Ways of Knowing Standard	History Standards	Technology and Society Interaction Standard
	Reading Applications: Informational, Technical and Persuasive Text Standard					People in Societies Standard	
	Reading Applications: Literary Text Standard					Geography Standard	
<b>Guideline 6 Technology Literacy</b>	Research Standard		Communication Standard		Science and Technology Standard	Social Studies Skills and Methods	Technology and Productivity Applications
			Connections Standard				Technology and Communications Applications
<b>Guideline 7 Media Literacy</b>	Communications: Oral and Visual Standard	Creative Expression and Communication	Communication Standard	Data Analysis and Probability Standard	Scientific Inquiry	Social Studies Skills and Methods	Technology and Communications Applications
		Valuing the Arts/Aesthetic Reflection	Connections Standard	Mathematical Processes Standard	Scientific Ways of Knowing Standard		

 Directly Aligned

 Correlated

The Library Guidelines and ACS Alignment/Correlation Chart includes cross-curricular connections between the guidelines and the standards. Alignment signifies that the content identified in the standards and guidelines is very similar; for example, Social Studies Skills and Methods represent the application of information literacy in the context of social studies. Correlation signifies a connection between the guideline and the standard in which some of the skills represented in the guideline are also addressed in the standard.

All standards may be reinforced through interdisciplinary instruction and integration of concepts included in the library guidelines: information, technology and media literacy sections.

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## Library Guidelines and English Language Arts (ELA) Standards

There are many connections between the school library and the English department. The fundamental focus of which is learning how to read and write. The school library should provide a pleasant inviting place to read and explore. The school librarian can reinforce reading, writing and communication skills while providing information literacy/research skills that support the English curriculum.

### ELA Research Standard

Students define and investigate self-selected or assigned issues, topics and problems. They locate, select and make use of relevant information from a variety of media, reference and technological sources. Students use an appropriate form to communicate their findings.

### ELA Reading Processes: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies Standard

Students develop and learn to apply strategies that help them to comprehend and interpret informational and literary texts. Reading and learning to read are problem-solving processes that require strategies for the reader to make sense of written language and remain engaged with texts. Beginners develop basic concepts about print (e.g., that print holds meaning) and how books work (e.g., text organization). As strategic readers, students learn to analyze and evaluate texts to demonstrate their understanding of text. Additionally, students learn to self-monitor their own comprehension by asking and answering questions about the text, self-correcting errors and assessing their own understanding. They apply these strategies effectively to assigned and self-selected texts read in and out of the classroom.

### ELA Reading Processes: Informational, Technical and Persuasive Text Standard

Students gain information from reading for purposes of learning about a subject, doing a job, making decisions and accomplishing a task. Students need to apply the reading process to various types of informational texts including essays, magazines, newspapers, textbooks, instruction manuals, consumer and workplace documents, reference materials, multimedia and electronic resources. They learn to attend to text features, such as titles, subtitles and visual aids, to make predictions and build text knowledge. They learn to read diagrams, charts, graphs, maps and displays in text as sources of additional information. Students use their knowledge of text structure to organize content information, analyze it and draw inferences from it. Strategic readers learn to recognize arguments, bias, stereotyping and propaganda in informational text sources.

*Library Guideline Five: Information Literacy is aligned to the ELA Research standard and correlated to the Reading Processes, Reading Applications: Information Text and Literary Text standards.*

*Library Guideline Six: Technology Literacy also is aligned to the ELA Research standard.*



*Library Guideline Seven: Media Literacy is aligned to the ELA Communications standard.*

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## ELA Literary Text Standard

Students enhance their understanding of the human story by reading literary texts that represent a variety of authors, cultures and eras. They learn to apply the reading process to the various genres of literature, including fables, folk tales, short stories, novels, poetry and drama. They demonstrate their comprehension by describing and discussing the elements of literature (e.g., setting, character and plot), analyzing the author's use of language (e.g., word choice and figurative language), comparing and contrasting texts, inferring theme and meaning and responding to text in critical and creative ways. Strategic readers learn to explain, analyze and critique literary text to achieve deep understanding.



## ELA Communications: Oral and Visual Standard

Students learn to communicate effectively through exposure to good models and opportunities for practice. By speaking, listening and providing and interpreting visual images, they learn to apply their communication skills in increasingly sophisticated ways. Students learn to deliver presentations that effectively convey information and persuade or entertain audiences. Proficient speakers control language and deliberately choose vocabulary to clarify points and adjust presentations according to audience and purpose.



The Library Alignment committee identified a few library tips and brainstorming topics that may be used in collaboration with English teachers and the English curriculum. Think of them as ideas for activities or lesson starters.

### Sample Activities

- Tell or explain how to get from the classroom to the library and back.
- Draw a map of the directions or path from the classroom to the library and back.
- Make a video of directions then view it for accuracy.
- Identify the school librarian and staff members and explain what they do.
- Tour the school library.
- Identify sections of the school library and explain what types of materials are located in the particular sections.
- Create a map of the school library.
- Draw and label pictures of the various types of library materials; e.g., books, magazines, newspaper, videos, software, technology, etc.



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- Compare fiction and nonfiction books.
- Explain how to care for library materials.
- Look at damaged materials and explain how the damage may have been prevented.
- Write directions that explain how to find and check out library books.
- Look at picture books then tell or write the story that the pictures tell.
- Create a picture book.
- Discuss authors and illustrators then write a story and draw pictures to describe the story.
- Read Caldecott award-winning books and discuss why the book won a medal.
- Read/listen to fiction and nonfiction story time books that connect with a classroom unit or theme.
- Tell stories, act out stories and plays.
- Discuss or write paragraph(s) comparing and contrasting plot, main ideas, setting or theme for two favorite books on created list.
- Demonstrate or write directions that explain how to find a book by author, subject or title in the online catalog.
- Read and discuss books from a variety of genres; e.g., fantasy, mystery, historical fiction, folklore, etc.
- Read books and develop a time line that describes the plot and events.
- Write book reviews and share with other students.
- Start book clubs around topics or themes of interest to students.
- Read electronic books or listen to books on tape.
- Use reference materials to find information about assignments or interesting topics.
- Search the Internet and evaluate Web sites to see if they meet information needs.
- Look at materials in different formats, see if the format changes the information.
- Make graphic organizers to help arrange ideas.

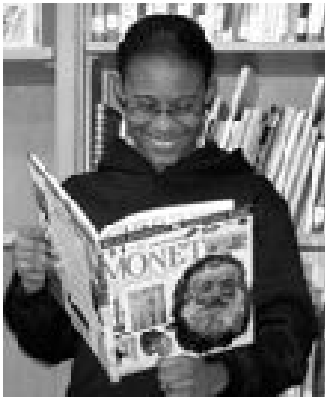
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- Use a research model to find information about interesting topics.
- Research careers and make a portfolio of information about preparing for a career.
- Use online databases to find information.
- Study authors and analyze their work.
- Read biography books then write a biography of someone in your family or write an autobiography.
- Research topics and debate issues.
- Read and write poetry.
- Create presentations to express ideas or tell a story.
- Discuss how sound, color, animation, images, timing, camera angle and other editing abilities can impact information.
- Present information in multimedia format then change the media components and determine if the meaning changes.

**Notes:**



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*Library Guideline Five: Information Literacy is aligned to Fine Arts Historical, Cultural and Social Contexts Standard and correlated to the Analyzing and Responding Standard.*

*Library Guideline Seven: Media Literacy is correlated to Fine Arts Creative Expression and Communication Standard and the Valuing the Arts/Aesthetic Reflection Standard.*

## Library Guidelines and Fine Arts Standards

To provide connections between the school library and the fine arts department, students and teachers need to know that the library is more than a place to read books and conduct research. The school library should display a variety of art from photos, posters and paintings to objects, sculptures, pottery and textiles. Artwork, created by students, teachers or artisans, can make the school library a visually stimulating environment. The school librarian can reinforce the fine arts by teaching students about library resources and media materials that support the fine arts curriculum.

### Fine Arts Historical, Cultural and Social Contexts Standard

Students understand and appreciate the historical, social, political and cultural contexts of the arts in societies past and present.

### Fine Arts Analyzing and Responding Standard

Students identify and discriminate among the formal, technical and expressive aspects in visual and performing works of art. They understand and use the vocabulary of arts criticism to analyze, interpret and evaluate visual and performing works.

### Fine Arts Creative Expression and Communication Standard

Students engage in the processes of creating and performing works of art. They use the symbolic languages, structures and techniques of each arts discipline to express and communicate ideas.

### Fine Arts Valuing the Arts/Aesthetic Reflection Standard

Students understand why people create and value the arts. They inquire about the nature and experience of the visual and performing arts in their lives. They present their points of view about visual and performing works of art and they respond thoughtfully to the perspectives of others.

The Library Alignment committee identified a few library tips and brainstorming topics that may be used in collaboration with fine arts teachers and the fine arts curriculum. Think of them as ideas for activities or lesson starters.

#### Sample Activities

- Explore books and electronic materials that contain photographic displays of works of art.
- Use library resources to locate plays and biographies of playwrights and performers.
- Research costumes from productions then make a costume.



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- Dramatize library orientation by having students explain services through a "dramatic production" that they stage for other classes. For example, "to be or not to be a good Web site."
- Research an American playwright and reflect on the personal vision, social, moral and political issues facing American society at the time the work was completed.
- Compare and contrast the arts of two cultures and create a picture book showing the different types of art.
- Dance in the library-Find information about dance as part of society and culture, as a form of expression, as exercise then perform, interpret the information by dancing.
- Use electronic resources or the Internet to find dance steps for popular, current and historical dances.
- Discuss ethical considerations about "downloading" music from the Internet.
- Research the physical structure of the Globe Theatre and compare it with modern-day theatre structures. Construct a diagram or model to show how a scene would be produced in both the Globe and a modern-day theatre.
- Use media resources to compare and contrast two screenwriters from two different time periods.

## Notes:

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*Library Guideline Five:  
Information Literacy and Seven  
Media Literacy are aligned to  
Foreign Language  
Communication Standard.*

*Library Guideline Six:  
Technology Literacy is correlated  
to Foreign Language  
Communication and Connections  
Standards. The Connections  
Standard is also correlated to  
Library Guideline Five  
Information Literacy and Seven  
Media Literacy.*



## Library Guidelines and Foreign Language Standards

In order to provide connections between the school library and the foreign language department the school library should engage in the activities taking place in the foreign language classroom. The school librarian can reinforce the foreign language curriculum by teaching students about library resources, media materials and Internet sites that offer information about the target country and in the target language.

### FL Communication: Communicate in languages other than English

Students initiate and sustain spoken, written or signed communication by providing and obtaining information, expressing feelings and emotions, and exchanging opinions in culturally appropriate ways in the target language. Students comprehend the main ideas and significant details in a variety of age-appropriate live, written or recorded messages in the target language. Students understand and interpret authentic texts ranging from children's literature to classical literary texts to articles in contemporary magazines, newspapers and Internet sources. Students present information and ideas on familiar topics to general audiences or readers.

### FL Connections: Connect with other disciplines and acquire information

Students reinforce and expand their knowledge across disciplines through the target language. Students acquire information and viewpoints that are directly accessible only through the target language and its cultures.

The Library Alignment committee identified a few library tips and brainstorming topics that may be used in collaboration with foreign language teachers and the foreign language curriculum. Think of them as ideas for activities or lesson starters.

#### Sample Activities

- Greet students in the target language they are studying.
- Use signage in target language or label the section of the library that contains foreign language materials with signage representing the various languages.
- Explain methods for using multilingual materials such as dictionaries, encyclopedias, magazines, bilingual text, online access, audio visual materials, print and electronic translators, etc.
- Listen to stories in the target language then draw pictures to illustrate the story.

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- Look at picture books then translate the pictures to text in the target language.
- Review online resources that provide information about countries and cultures.
- Locate newspapers in the target language that are available online and can be read daily by the class.
- Read literature in the target language and by authors from the target country.
- Provide displays of art, literature and cultural items from a variety of countries.
- Access travel Web sites and plan virtual tours of the target country.
- Use library materials and media equipment to create travel brochures, videos, etc. about the target country.
- Read folk tales, fairy tales, myths and legends from various target countries and compare similarities and differences.
- Provide distance-learning opportunities or e-learning activities so that students can connect to students in other countries.
- Reinforce advanced map-reading skills so that students can expand knowledge of target countries; e.g., geographic, economic, political and population maps.
- Study issues in American news and in the news from the target country then compare how the issues are portrayed.
- Write book reviews (in the target language or in English) of books by authors from the target country and share them with other students.
- Use media and video equipment to present a weekly or daily newscasts about the target country.
- Interview exchange students who attend or visit the school and save the interviews to use with future classes.

## Notes:

# LIBRARY GUIDELINES

## *Library Guideline Five:*

*Information Literacy aligned to the Mathematics Data Analysis and Probability Standard and correlated to the Mathematical Processes Standard.*

*Library Guideline Seven, Media Literacy is correlated to the Mathematics Data Analysis and Probability and the Mathematical Processes Standard.*



## **Library Guidelines and Mathematics Standards**

The school librarian can reinforce the mathematics curriculum by collaborating with mathematics teachers to present hands-on lessons in which students solve problems and generate ideas. The school library should provide materials, software and manipulatives that allow students to experiment along with a print collection rich with materials about mathematical concepts.

### **Mathematics Data Analysis and Probability Standard**

Students pose questions and collect, organize, represent, interpret and analyze data to answer those questions. Students develop and evaluate inferences, predictions and arguments that are based on data.

### **Mathematical Processes Standard**

Students use mathematical processes and knowledge to solve problems. Students apply problem-solving and decision-making techniques and communicate mathematical ideas. The benchmarks for mathematical processes articulate what students should demonstrate in problem solving, representation, communication, reasoning and connections at key points in their mathematics program. Specific grade-level indicators have not been included for the mathematical processes standard because content and processes should be interconnected at the indicator level. Therefore, mathematical processes have been embedded within the grade-level indicators for the five content standards.

The Library Alignment committee identified a few library tips and brainstorming topics that may be used in collaboration with mathematics teachers and the mathematics curriculum. Think of them as ideas for activities or lesson starters.

### **Sample Activities**

- Read books about mathematics.
- Identify and sort alphabetic characters, primary and secondary colors and geometric figures in media messages found in the library.
- Arrange books in alphabetical or Dewey Decimal order.
- Analyze the number and types of books circulated in the classroom then determine how many books were checked out over a specific time period, how many were checked out by boys and girls, how many were fiction and nonfiction, etc. Chart the circulation to show increases and decreases in circulation over time.
- Figure out how many encyclopedias will fit on one book shelf.

# LIBRARY GUIDELINES

- Use a print atlas to find coordinates needed to locate places on a map.
- Estimate the number of books in the library or the number of shelves in the library then determine if the estimate is accurate.
- Research careers that require advanced mathematics skills.
- Review information found in charts and determine why some chart designs convey the information better than others.
- Create maps of the library that measure floor space, square footage of the reference collection, size of the story area, etc.
- Review a variety of multimedia messages that advertise sales of the same product with a specified percentage off the price of the product, then determine which ads actually represent the best savings.
- Use library resources and the Internet to study weather conditions of major cities, convert temperatures (Celsius and Fahrenheit), and create graphic depictions of weather comparing all cities.
- Look at video messages and determine the approximate camera angles used in the video, then draw and label the types of angles.
- Analyze multimedia messages and find patterns in the message components or production techniques.
- Use library resources and the Internet to research real-world items such as home mortgages, car loans, student loans and bank account interest. Compare interest rates in home city to those in other cities, then make charts that identify the best deals.

**Notes:**

# LIBRARY GUIDELINES

Library Guideline Five: Information Literacy aligned to the Scientific Inquiry Standard and correlated to the Scientific Ways of Knowing Standard. Library Guideline Seven: Media Literacy also is correlated to both of these standards.

Library Guideline Six: Technology Literacy is aligned to the Science and Technology Standard.



## Library Guidelines and Science Standards

The school librarian can reinforce the science curriculum by working with science teachers to present hands-on lessons in which students use inquiry and discovery to evaluate information and solve problems.

### Scientific Inquiry

Students develop scientific habits of mind as they use the processes of scientific inquiry to ask valid questions and to gather and analyze information. They understand how to develop hypotheses and make predictions. They are able to reflect on scientific practices as they develop plans of action to create and evaluate a variety of conclusions. Students also are able to demonstrate the ability to communicate their findings to others.

### Scientific Ways of Knowing

Students realize that the current body of scientific knowledge must be based on evidence, be predictive, logical, subject to modification and limited to the natural world. This includes understanding that scientific knowledge grows and advances as new evidence is discovered to support or modify existing theories and to encourage the development of new theories. Students are able to reflect on ethical scientific practices and demonstrate an understanding of how the current body of scientific knowledge reflects the historical and cultural contributions of women and men who provide us with a more reliable and comprehensive understanding of the natural world.

### Science and Technology

Students recognize that science and technology are interconnected and that using technology involves assessment of the benefits, risks and costs. Students should build scientific and technological knowledge, as well as the skills required to design and construct devices. In addition, they should develop the processes to solve problems and understand that problems may be solved in several ways.

The Library Alignment committee identified a few library tips and brainstorming topics that may be used in collaboration with science teachers and the science curriculum. Think of them as ideas for activities or lesson starters.

# LIBRARY GUIDELINES

## Sample Activities

- Explore science materials and books in the nonfiction section of the school library.
- Read biographies about scientists.
- Use science-related library reference materials including almanacs, science encyclopedias, how-to books, medical books, etc.
- Read science-fiction books and discuss characteristics of science fiction.
- Learn about animals by researching their habitat, shelter, space, food and water.
- Use graphic organizers to chart scientific information for a project.
- Use electronic resources such as online science dictionaries, Web-based magazines and virtual experiments.
- Use library resources to research key historical scientific developments.
- Use library materials and Internet resources to track of emerging scientific issues.
- Read a current events article about depletion/conservation of natural resources and discuss with class.
- Use Internet-based satellite imagery to explore planets, stars, land forms, etc.

## Notes:

# LIBRARY GUIDELINES

Library Guideline Five, Information Literacy, is aligned to the Social Studies Skills and Methods Standard and correlated to the History Standard, People in Societies Standard and the Geography Standard.

Library Guideline Six, Technology Literacy, and Library Guideline Seven, Media Literacy, are aligned to the Social Studies Skills and Methods Standard.

## Library Guidelines and Social Studies Standards

The school librarian can reinforce the social studies curriculum by collaborating with social studies teachers to integrate primary source material into classroom instruction. Social studies curriculum is enhanced through access to full-text primary source documents and digitized artifacts.

### Social Studies Skills and Methods

Students collect, organize, evaluate and synthesize information from multiple sources to draw logical conclusions. Students communicate this information using appropriate social studies terminology in oral, written or multimedia form and apply what they have learned to societal issues in simulated or real-world settings.

#### History

Students use materials drawn from the diversity of human experience to analyze and interpret significant events, patterns and themes in the history of Ohio, the United States and the world.

#### People in Societies

Students use knowledge of perspectives, practices and products of cultural, ethnic and social groups to analyze the impact of their commonality and diversity within local, national, regional and global settings.

#### Geography

Students use knowledge of geographic locations, patterns and processes to show the interrelationship between the physical environment and human activity, and to explain the interactions that occur in an increasingly interdependent world.

The Library Alignment committee identified a few library tips and brainstorming topics that may be used in collaboration with social studies teachers and the social studies curriculum. Think of them as ideas for activities or lesson starters.



# LIBRARY GUIDELINES

## Sample Activities

- Use maps, globes and atlases in the media center.
- Create a map and a map key/legend to locate specific areas of the library.
- Locate the State of Ohio in print and nonprint almanacs, encyclopedias and atlases then discuss the differences in the information found in the different formats.
- Use the Internet and print materials to learn about social studies topics.
- Explain the characteristics of historical fiction.
- Read historical fiction then read a nonfiction book set in the same locale or time period and discuss differences.
- Prepare graphic organizers that compare and contrast the life in different time periods.
- Access online libraries and digital museums to obtain social studies information.
- Study authors from several countries and research the time period in which they lived. Discuss how it may have impacted their writings.
- Use local and national newspapers to study economic information.
- Use library resources to assess points of view or perspectives of different publications or publishers.
- Develop a list of fiction books to read after studying a particular geographical area.
- Discuss the election of government officials and show the election results using electronic formats and print formats such as the newspaper.
- Use the listening center to hear stories about Ohio.
- Discuss the variety of goods and services available from the school library center.
- Create pathfinders that describe the research process and materials used to learn about particular social studies topics.
- Investigate a topic using information delivered in a variety of formats (print, electronic, video, news program, magazine, newspaper, etc.) and discuss if the format changes the information.

# LIBRARY GUIDELINES

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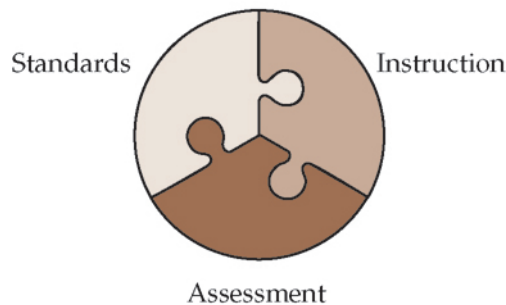
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Ohio Department of Education. Center for Curriculum and Assessment. *Technology: K-12 Academic Content Standards*, Columbus, Ohio: Ohio Department of Education, 2004.

## The Role of Assessment

A strong, effective, aligned educational system has three parts. Standards are one important part. Curriculum and instruction are the second and assessment aligned with the standards is the third part of an integrated system.

**The Three Parts of an  
Aligned Educational System**



Ohio has adopted clear and rigorous academic content standards for its students. Educators and members of the public have a need to know if students meet these standards. Assessment is a means of collecting evidence of what students know and are able to do. The process of assessment provides students with opportunities to demonstrate their understandings related to content standards. A comprehensive and thoughtful assessment system also provides educators with needed information for instructional planning and decision making.

Ohio's comprehensive assessment system includes several types of assessment:

- Classroom assessments;
- Diagnostic assessments;
- Achievement tests;
- National and international assessments.

Each type of assessment provides invaluable information to Ohio's educators, parents, students and communities. While each approach to assessment supports the others, each also serves its own unique purpose.

# LIBRARY GUIDELINES

## Ohio's Comprehensive Assessment System

Assessment Types	Basis for Content	Purpose
Classroom Assessments	Local Courses of Study and Standards	<ul style="list-style-type: none"> <li>• Measure process as well as product of student understanding and knowledge.</li> <li>• Inform teachers and students about progress.</li> <li>• Provide information for instructional planning.</li> </ul>
Diagnostic Assessments	Ohio's Academic Content Standards	<ul style="list-style-type: none"> <li>• Monitoring student progress.</li> <li>• Make instructional decisions (e.g., intervention, enrichment).</li> <li>• Provide information to students, parents and teachers.</li> </ul>
Achievement Tests	Ohio's Academic Content Standards	<ul style="list-style-type: none"> <li>• Measure student achievement.</li> <li>• Demonstrate evidence of continuous improvement at the state and local level.</li> <li>• Provide data for Ohio's accountability system.</li> </ul>
National and International Assessments	National and International Standards	<ul style="list-style-type: none"> <li>• Compare Ohio achievement against that of other states and nations.</li> </ul>

# LIBRARY GUIDELINES

## Understanding Ohio's Comprehensive Assessment System

### Classroom Assessment

One of the most important components in implementing an aligned standards-based system is ongoing classroom assessment. In the classroom, effective educators use various forms of assessments to plan and provide targeted instruction in the academic content standards and to help students identify their areas of strength and weakness.

### Diagnostic Assessments

Ohio's assessment system enhances the work teachers do in classrooms by providing annually administered diagnostic assessments. These assessments are drawn from the expectations found in Ohio's academic content standards grade-level indicators.

Depending on the content area involved, diagnostic assessments are administered at various grade levels from kindergarten through the eighth grade. They are designed to provide common instruments that districts may use to obtain a second perspective on the strengths and weaknesses of individual students. They can provide teachers with important information for instructional planning. These assessments also will identify students needing additional help meeting the content standards and preparing for the achievement tests.

### Achievement Tests

Achievement tests, including the Ohio Graduation Tests, are a third component of Ohio's comprehensive assessment system. They provide periodic checkpoints on the progress of students in meeting the benchmarks established by the state's content standards.

The results obtained from the achievement tests provide a broad measure of student achievement. The results provide guidance for districts in making program decisions. They are used to make decisions about the allocation of resources at the state and local levels.

### National and International Assessments

Ohio's assessment system is complemented through the state's participation in national and international assessment processes such as the National Assessment of Educational Progress (NAEP) and the Third International Mathematics and Science Study (TIMSS). Participation in these assessments enables Ohio to compare the achievement of its students with that of students in other states and nations. In this way, Ohio ensures that its standards are sufficiently rigorous and world class.

# LIBRARY GUIDELINES

## **The Best Preparation for All Types of Assessment**

In Ohio's aligned educational system, educators collaborate to design, refine and enact instructional plans and classroom assessment strategies based upon the benchmarks and grade-level indicators that are contained as part of the academic content standards. These educators know that:

- They do not have to set aside good classroom instruction to prepare students for assessment experiences;
- They are evaluating students against common reference points shared by all Ohio educators;
- They are preparing students for the statewide diagnostic and achievement tests.

In this way, Ohio's aligned system will help ensure that all students are prepared to meet the rigorous demands of the new century.

# LIBRARY GUIDELINES

K-12 Library

## Resources



# LIBRARY GUIDELINES

The following resources help to explain library-related topics. The resource section is not meant to be all-inclusive. Please remember that, although the Web site addresses were accurate at the time of publication of this document, Web site addresses frequently change and may necessitate the need to search for the information by name of item instead of URL. Information printed in this section was submitted to the Department by a variety of individuals associated with the various topics presented. Additional information was adapted from agency/organization Web sites.

## ACCESS FOR ALL

This section contains information regarding access for library patrons with disabilities.

### *Access for Library Patrons with Disabilities*

Adaptive materials and assistive technologies provide many people with disabilities better access to education, careers and life experiences. Effective school library media programs should have written procedures that provide information about the services and adaptive technologies available that ensure equitable access to information for all members of the school community.

Adaptive materials should be available or readily accessible to a library media center. They can increase the independence, capabilities and productivity of people with disabilities and may include:

- Large-print and Braille materials;
- Books with low reading levels;
- Books in audio format;
- Book stands and page turners;
- Magnifiers;
- Tactile maps and globes;
- Software with large-print screen output and/or sign language;
- Open- and closed-captioned videotapes.

Assistive Devices may include:

- Closed circuit television to enlarge print;
- Closed-captioned decoders for videos and equipment;
- Remote controls for equipment;
- Alternative inputs to computers such as head control or touch screens;
- Speech synthesizers or computer-to-speak screens;
- Braille embossers and printers;
- Braille keyboards and translation software;
- Computers with voice recognition software, talking calculators, modified keyboards and/or on-screen keyboards.



# LIBRARY GUIDELINES

Additional information regarding assistive technologies, access to devices and professional development for teachers may be obtained by contacting the Ohio Department of Education's Office for Exceptional Children and/or ORCLISH (an organization which provides services to parents and educators of students with low incidence and severe disabilities).

- **ORCLISH**

[www.orclish.org](http://www.orclish.org)

## AREA MEDIA CENTERS

\* The Area Media Center structure may change as a result of the Ohio Regional Education Delivery System (OREDS) plan.

The Ohio Area Media Centers (AMC) are a partner in Ohio's library network. The AMC collection contains more than 100,000 curriculum-related resources including videos, DVDs, CD-ROMs, videodiscs, multimedia kits, audio books, equipment, material in digital formats and much more. The resources housed in the AMC collection are selected by Ohio teachers. The collection is available online. The Web catalog helps teachers locate and reserve materials from any computer at school or at home for delivery to their buildings.

- **Ohio Area Media Center Directory**

[www.infohio.org/medianet/AMCDirectory.html](http://www.infohio.org/medianet/AMCDirectory.html)

- **Online Catalogs**

[www.infohio.org/Medianet/medianet.html](http://www.infohio.org/Medianet/medianet.html)

## BALDRIGE IN EDUCATION INITIATIVE

Visit the Baldrige Web page by accessing the Ohio Department of Education's Web Site at this URL: [www.ode.state.oh.us](http://www.ode.state.oh.us), next select the "Topic Tab" then click on the word Baldrige.

### *What is Baldrige?*

Baldrige has become a generic term used to describe a systemic framework of quality concepts designed to improve the overall effectiveness of any organization by raising expectations, building capacity and improving results for all the stakeholders. This framework may be used by organizational stakeholders to guide improvement of an organization. Organizations that choose to proceed with the learning experience of participating in an awards process may participate in either or both national (Malcolm Baldrige National Quality Award) or state (Ohio Award for Excellence) award-application processes.

### *Baldrige in Education Initiative (BiE IN)*

The Ohio BiE IN State Leadership Team has provided a framework for leading change. It is a long-term commitment to strategically change the culture of Ohio's education system through the alignment of the education policy, professional development, legislative and service delivery organizations.

# LIBRARY GUIDELINES

The State Education Goals drafted by the BiE IN State Leadership team are to:

- Assure higher achievement for all learners. Preserve and nurture enthusiasm for learning;
- Promote a safe and orderly learning environment;
- Help every generation learn, enhance and practice the character traits that are valued by its community;
- Support efficient, effective and continuously improving systems of learning.

The BiE IN is designed to develop a "problems down, solutions up" collaborative work culture. Ohio, with the assistance of the BiE IN work, aims to become a professional learning community that goes "wider" by connecting with the legislative, business and education service communities that have traditionally been seen as external to the education organization. BiE IN goes "deeper" by taking the time to explore the fundamental purposes and values of education.

## ***Baldrige Individual Quick Check***

The Individual Quick Check is a Baldrige self-assessment. The purpose of the Quick Check is to provide a quick evaluation of your work system because continuous improvement begins with a clear understanding of the current system. The Individual Quick Check is located at this URL: [www.ode.state.oh.us/baldrige/Baldrige\\_Individual\\_QuickCheck.asp](http://www.ode.state.oh.us/baldrige/Baldrige_Individual_QuickCheck.asp).

*\* Baldrige information was adapted from the Ohio Department of Education's Baldrige in Education Web Site.*

# LIBRARY GUIDELINES

## BOOK AWARDS

Awards listed in this section are presented to authors and illustrators of notable work produced within a specific time period. Winning criteria vary by award.

### Alex Awards

The Alex Awards were first given annually beginning in 1998. The titles were selected by the Young Adult Library Services Association (YALSA) a division of the American Library Association, Adult Books for Young Adults Task Force. The task force selects 10 titles annually in the form of a top 10 list that parallels the 10 titles selected by the Best Books for Young Adults and Quick Picks for Reluctant Young Adult Readers committees.

[www.ala.org/ala/yalsa/booklistsawards/alexawards/alexawards.htm](http://www.ala.org/ala/yalsa/booklistsawards/alexawards/alexawards.htm)

### Buckeye Book Award

The Buckeye Children's Book Award program is designed to encourage children in Ohio to read literature critically, to promote teacher and librarian involvement in children's literature programs and to commend authors of such literature. The Buckeye Children's Book Award program was established in 1981 through a collaborative effort of the Ohio Council of the International Reading Association, the Ohio Educational Library Media Association, the Ohio Council of Teachers of English and Language Arts, the Ohio Library Council and the State Library of Ohio. The award is given every other year. Children nominate books during the first year and vote for the winners the second year. Winners are selected in three categories, primary, intermediate and young adult.

[www.bcbookaward.info](http://www.bcbookaward.info)

### Caldecott Book Award

The Caldecott Medal was named in honor of 19th-century English illustrator, Randolph Caldecott. It has been awarded annually since 1937 by the Association for Library Service to Children, a division of the American Library Association, to the artist of the most distinguished American picture book for children published during the previous year.

[www.ala.org/alsc/cmedal.html](http://www.ala.org/alsc/cmedal.html)

### Coretta Scott King Award

The Coretta Scott King Award is presented annually by the Coretta Scott King Task Force of the American Library Association's Social Responsibilities Round Table. Recipients are authors and illustrators of African descent whose distinguished books promote an understanding and appreciation of the American dream. The award commemorates the life and work of Dr. Martin Luther King, Jr., and honors his widow, Coretta Scott King, for her courage and determination in continuing his work for peace and world brotherhood.

[www.ala.org/ala/srrt/corettascottking/winners/corettascott.htm](http://www.ala.org/ala/srrt/corettascottking/winners/corettascott.htm)

### Laura Ingalls Wilder Award

Administered by the Association for Library Service to Children, a division of the American Library Association, the Laura Ingalls Wilder Award was first given to its namesake in 1954. The award, a bronze medal, honors an author or illustrator whose books, published in the United States, have made, over a period of years, a substantial and lasting contribution to literature for children. It is given irregularly every three to five years.

[www.ala.org/alsc/wilder.html](http://www.ala.org/alsc/wilder.html)

# LIBRARY GUIDELINES

## **Margaret Edwards Award**

The Margaret A. Edwards Award, established in 1988, honors an author's lifetime achievement for writing books that have been popular with teenagers. The annual award is administered by the Young Adult Library Services Association (YALSA) and sponsored by *School Library Journal* magazine. Nominations for the award may be submitted by young adult librarians and teenagers. The author must be living at the time of the nomination. The book or books honored must have been published in the U.S. at least five years before nomination. The award is named in honor of the late Margaret A. Edwards, an administrator of young adult programs at Enoch Pratt Free Library in Baltimore, Maryland.

[www.ala.yalsa.org/edwards](http://www.ala.yalsa.org/edwards)

## **Michael Printz Award**

The Michael L. Printz Award is for a book that exemplifies literary excellence in young adult literature. It is named for a Topeka, Kansas, school librarian who was a long-time active member of the Young Adult Library Services Association (YALSA) division of the American Library Association.

[www.ala.org/yalsa](http://www.ala.org/yalsa)

## **Mildred L. Batchelder Award**

The purpose of the Mildred L. Batchelder Award, a citation to an American publisher, is to encourage international exchange of high-quality children's books by recognizing United States publishers, who through translation of these books, assist in the interchange of high-quality children's materials between countries.

[www.ala.org/alsc](http://www.ala.org/alsc)

## **Newbery Book Award**

The Newbery Medal was named for 18th-century British bookseller John Newbery. It has been awarded annually since 1922 by the Association for Library Service to Children, a division of the American Library Association. The purpose of the award is "to encourage original creative work in the field of books for children and to give librarians, who make it their life's work to serve children's reading interests, an opportunity to encourage good writing in this field." The award goes to the author of the most distinguished contribution to American literature for children for each given year.

[www.ala.org/alsc/nmedal.html](http://www.ala.org/alsc/nmedal.html)

## **Pura Belpré award**

The Belpré is awarded every two years by the Association for Library Service to Children (ALSC) and the National Association to Promote Library Services to the Spanish Speaking (REFORMA) both divisions of the American Library Association. It honors Latino writers and illustrators whose work best portrays, affirms and celebrates the Latino cultural experience in a work of literature for youth. Named in honor of Pura Belpré, the first Latina librarian of the New York Public Library, the first awards were given in 1996.

[www.ala.org/alsc](http://www.ala.org/alsc)

# LIBRARY GUIDELINES

## CABLE IN THE CLASSROOM

### **Cable in the Classroom**

Cable in the Classroom (CIC) represents the cable industry's education initiative that provides schools with access to commercial-free, copyright-free programming for taping, Web-based educational material and online professional development. According to the CIC Web site, "the Cable in the Classroom mission emphasizes five essential elements to ensure quality education in the 21st century: visionary and sensible use of technologies, engagement with rich content, community with other learners, excellent teaching and the support of parents and other adults." CIC includes an exceptional media literacy Web site ([www.ciconline.com/Enrichment/MediaLiteracy/default.htm](http://www.ciconline.com/Enrichment/MediaLiteracy/default.htm)) which may help school librarians provide students with much-needed media literacy skills.

[www.ciconline.com/default.htm](http://www.ciconline.com/default.htm)



# LIBRARY GUIDELINES

## CALENDAR OF EVENTS

Items contained in this section represent approximate dates/months of significant school library celebrations.

### *September*

#### **Banned Books Week**

Contact: ALA Office for Intellectual Freedom

[www.ala.org/bbooks](http://www.ala.org/bbooks)

#### **International Literacy Day**

Contact: International Reading Association

[www.reading.org](http://www.reading.org)

#### **Library Card Sign-Up Month**

Contact: ALA Public Information Office

[www.ala.org/pio](http://www.ala.org/pio)

### *October*

#### **National Book Festival**

October 9, 2004 (Generally held in September or October)  
Sponsored by the Library of Congress and the First Lady

[www.loc.gov/bookfest](http://www.loc.gov/bookfest)

#### **Teen Read Week**

Contact: Young Adult Library Services Association

[www.ala.org/teenread](http://www.ala.org/teenread)

### *November*

#### **American Education Week**

Contact: National Education Association

[www.nea.org](http://www.nea.org)

#### **Children's Book Week**

Contact: Children's Book Council

[www.cbcbooks.org](http://www.cbcbooks.org)

#### **Family Literacy Day**

Contact: National Center for Family Literacy

[www.famlit.org](http://www.famlit.org)

#### **National Young Reader's Day**

Contact: BOOK IT!

[www.bookitprogram.com](http://www.bookitprogram.com)

### *March*

#### **Freedom of Information Day**

Contact: ALA Public Information Office

# LIBRARY GUIDELINES

[www.ala.org/foiday](http://www.ala.org/foiday)

## **Read Across America**

Contact: National Education Association

[www.nea.org/readacross](http://www.nea.org/readacross)

## **World Storytelling Day**

March 20, 2004

[www.storytellingday.net](http://www.storytellingday.net)

## *April*

### **National Library Week**

Contact: ALA Public Information Office

[www.ala.org/@your\\_library](http://www.ala.org/@your_library)

### **National Poetry Month**

Contact: The Academy of American Poets

[www.poets.org/npm/index.cfm](http://www.poets.org/npm/index.cfm)

### **School Library Media Month**

Contact: ALA Public Information Office

[www.ala.org/pio](http://www.ala.org/pio)

## *May*

### **Annual Read-In**

Contact: The Read-In Foundation

[www.thereadin.org](http://www.thereadin.org)

### **Get Caught Reading Month**

Contact: Association of American Publishers

[www.publishers.org](http://www.publishers.org)

### **Ohio Right to Read Week**

May 3-7, 2004 (Generally first week of May)

Sponsored by OCIRA- Ohio Council of the International Reading Association

[www.ocira.org](http://www.ocira.org)

### **National Book Month**

Contact: National Book Award

[www.nationalbook.org](http://www.nationalbook.org)

### **Reading is Fun**

Contact: Reading is Fundamental

[www.rif.org](http://www.rif.org)

# LIBRARY GUIDELINES

## CISSL—Center for International Scholarship in School Libraries

cissl.scils.rutgers.edu

CISSL the Center for International Scholarship in School Libraries is a place where leading researchers and professionals work together to create school libraries that spark learning in information-age schools around the world. CISSL researchers conducted the Ohio Research study. The following information was adapted from the CISSL web site.

"CISSL is:

- A locus of intellectual life and research exploring the boundaries of knowledge as it shapes school libraries;
- A center for professional development;
- A resource for school librarians throughout the nation and the world;
- A key player in the growing global network of scholarship and the practical application of that scholarship to school libraries internationally.

CISSL is dedicated to research, scholarship, education and consultancy for school library professionals.

CISSL's beginning is motivated by international developments in school libraries and their diverse educational contexts. The fusion of learning and technology presents dynamic challenges for teachers, school librarians, administrators and their students. The growing preponderance of digital resources underscores the need for new ways of enabling student learning. The school library is the essential information tool with which to address the complexities currently facing the education environment. School libraries provide the spark for connection, engagement and achievement—the sizzle for learning.

CISSL focuses on:

- How learning in an information-age school is enabled and demonstrated by school library programs;
- How inquiry-based learning and teaching processes can contribute to educational success and workplace readiness."

(CISSL, 2004)





# LIBRARY GUIDELINES

## COPYRIGHT AND FAIR USE

This section is intended to assist librarians in understanding copyright and fair use of materials for educational purposes. The scenarios presented provide a context for librarians to discuss these issues with library staff, educators and students. Please consult the school district board-adopted policy, as well as, U.S. copyright law for additional information.

*Disclaimer: Extensive effort has gone into ensuring the reliability of the information presented here. The author is not an attorney. The information is intended to be used to discuss copyright law, Title 17, United States Code, Public Law 94 553.90 Stat. 2541. It is not intended to be a legal interpretation of U.S. Copyright Law. It is not intended to be used as local school district policy.*

The U.S. Copyright Office maintains a Web site that contains information about U.S. copyright law including informational circulars, fact sheets, brochures, copyright application forms and an online database of copyright records. Two widely used documents which are applicable to schools are *Copyright Basics: Circular One* (2000) and *Reproduction of Copyrighted Works by Educators and Librarians: Circular 21* (1995, Web 1998). This information should serve as a beginning point for school district discussions about copyright and fair use of educational materials.

- U.S. Copyright Office, Washington. D.C.  
[www.copyright.gov](http://www.copyright.gov)
- *Copyright Basics: Circular One*. U.S. Copyright Office. (2000).  
[www.copyright.gov/circs/circ01.pdf](http://www.copyright.gov/circs/circ01.pdf)
- *Reproduction of Copyrighted Works by Educators and Librarians: Circular 21*. U.S. Copyright Office. (1995, Web 1998).  
[www.copyright.gov/circs/circ21.pdf](http://www.copyright.gov/circs/circ21.pdf)
- U.S. Copyright Office: *Frequently Asked Questions (FAQ)*.  
[www.copyright.gov/help/faq](http://www.copyright.gov/help/faq)
- U.S. Copyright Office: *Circulars, Fact Sheets and Brochures*.  
[www.copyright.gov/circs](http://www.copyright.gov/circs)

The following resources are a selected bibliography and may be used to inform school district discussions about copyright and fair use of educational materials.

### *Selected Bibliography:*

- Bruwelheide, Janis H. *The Copyright Primer for Librarians and Educators*, 2nd. ed. A joint publication of the American Library Association and the National Education Association. 1995.
- Crews, Kenneth D. *Copyright Essentials for Librarians and Educators*. Chicago: American Library Association. 2000.
- Minow, Mary and Lipinski, Tomas A. *The Library's Legal Answer Book*. Chicago: American Library Association. 2003.
- Simpson, C. M. *Copyright for School Libraries; A Practical Guide*. Worthington, Ohio: Linworth Publishing, Inc. 2003.

# LIBRARY GUIDELINES

## Scenarios:

The following scenarios were provided by Linda Cornette (librarian and former chair of the Ohio Educational Library Media Association's Intellectual Freedom Committee). The scenarios are part of a workshop about copyright designed by Ms. Cornette and used with her permission. The answers are derived from information provided on the U.S. Copyright Office Web site, the sources listed, and used with permission from the authors.

*\*Disclaimer: Extensive effort has gone into ensuring the reliability of the information presented here. The author is not an attorney. The information is intended to be used to discuss copyright law, Title 17, United States Code, Public Law 94 553.90 Stat. 2541. It is not intended to be a legal interpretation of U.S. Copyright Law. It is not intended to be used as local school district policy.*

- *Copyright Basics: Circular One.* U.S. Copyright Office. (2000).  
[www.copyright.gov/circs/circ01.pdf](http://www.copyright.gov/circs/circ01.pdf)
- *Reproduction of Copyrighted Works by Educators and Librarians: Circular 21.* U.S. Copyright Office. (1995, Web 1998).  
[www.copyright.gov/circs/circ21.pdf](http://www.copyright.gov/circs/circ21.pdf)
- Crews, Kenneth D. *Copyright Essentials for Librarians and Educators.* Chicago: American Library Association. 2000.
- Simpson, C. M. *Copyright for school libraries; a practical guide.* Worthington, Ohio: Linworth Publishing, Inc. 2003

**Scenario One**—A special education class continually shows Disney films (a student brings them from home) on Fridays as part of the curriculum. The teacher says that watching a movie is part of the students' Individual Education Plan (IEP). These are very low-level students whose educational experience seems to be centered on social skills. Does an IEP override copyright law?

**Answer:** No. An IEP cannot stipulate that federal law be violated. Showing cartoons for reward (which is what this question appears to be) is specifically prohibited no matter what someone writes down in a lesson plan or IEP. Copyright law prohibits the use of video for entertainment or a reward in classroom.

**Scenario Two**—Several educators teaching the same subject want to view a video program at the same time. I am asked to show the video in a distribution system that would make it available, not just to these five teachers, but also to every teacher in the building. Is it legal for me to do this?

**Answer:** It is legal for you to show this video to the five teachers whose curriculum pertains to the video and you can even do that through a video distribution system. Other classes watching the same video, however, (those whose current curriculum does not include the topic of the video) would be infringing on the copyright.

**Scenario Three**—I have some very expensive videos in my library collection and I'm afraid to circulate them for fear that something might happen to them. May I make an archival copy of the video as I do for the computer software we circulate?

**Answer:** No. You are not permitted by copyright law to make a backup copy of video or audiotape. Copyright law gives express permission to make archival copies of computer software only. No other medium is granted such permission. However, if the video is on Beta tape (now obsolete) the DMCA (Digital Millennium Copyright Act) allows you to transfer the tape to a current technology (VHS or digital).

# LIBRARY GUIDELINES

**Scenario Four**—Another library requests an article from a magazine I have in the school library and I make a copy of the article, including the full citation, and fax it to that library. Since this is an article that I know I will receive additional requests for, I file the article copy to be used for later requests. Is this an infringement of copyright law?

**Answer:** Yes. It is a violation for several reasons. First, you need to destroy the copy of the article, once it has been faxed because the request has been fulfilled. The law specifies that you cannot copy (whether it is a chapter in a book, off-air recording, magazine article, etc) in anticipation that there will be a request for this material.

**Scenario Five**—A librarian suspects that a teacher has checked out a "for home use only" video from a video store on holidays to be used in her classroom. Does this violate copyright because it would be a public performance?

**Answer:** It depends. If the teacher is studying holidays around the world and the video relates to face-to-face instruction, then copyright law permits this type of use. If the video is being shown for entertainment only, then it is a violation of copyright law.

**Scenario Six**—A library owns one copy of a software program under a license agreement. The library has five public-access computers. Two patrons want to use the program. If the librarian or technology representative loads the program on two computers, has a copyright infringement occurred?

**Answer:** Maybe, it is not clear if this use would violate the copyright law, although it probably would violate most license agreements. Section 117 of the Copyright Act authorizes the making of a copy, if necessary, to use the program, but the law does not specifically limit the number of copies to one. The advice of counsel should be sought. However, many license agreements prohibit use of the software on more than one terminal at a time, as well as prohibit networking or any system that enables more than one person to use the software at a time. Therefore, the answer may depend on the validity of the license agreement (Simpson 2001).

**Scenario Seven**—During a classroom discussion about Election 2004 candidates, there has been some confusion about what a student read in the morning newspaper before leaving home. The teacher sends a student to the library and requests that the librarian make 30 copies of the article. If the librarian makes these copies has she violated copyright law?

**Answer:** This is not a copyright infringement. The request is for the copies to be used in a face-to-face instructional setting and the teacher requests the copies for this use.

**Scenario Eight**—A teacher has checked a book out from another library. Your library does not own a copy of this work. The teacher requests that you make five copies of a chapter from this supplemental book and place them on reserve in the school library for students to access. If you make the copies and place them on close reserve have you violated the copyright law?

**Answer:** According to a model policy written by ALA the following should be considered:

- Of a reasonable amount considering the nature of the course, its subject matter and level, and the amount of material usually assigned for a single class term;
- The number of copies should be less than six, unless six is not enough for enrollment in that course and others that can be anticipated to use the same material;
- Each copy must contain notice of copyright; and
- **The effect of the copying should not diminish the market for the original. The policy strongly recommends that the library own a copy of the original (ALA, 1982, p.6).**

# LIBRARY GUIDELINES

**Scenario Nine**— Our school just purchased a new poster-making machine that will take an 8 ½- x 11-inch copy and make a 24- x 33-inch poster. If I copy a page from a textbook and want to make a poster of it would I be violating copyright law?

**Answer:** A single copy of something for personal research or use in teaching is permitted, so if you discard the original photocopy and just use the poster, there should be a reasonable claim of fair use.

**Scenario 10**— The principal has scanned a cartoon from a professional journal and included it in a newsletter that will be printed and presented at a board meeting and then mailed to the parents. Is this a copyright infringement?

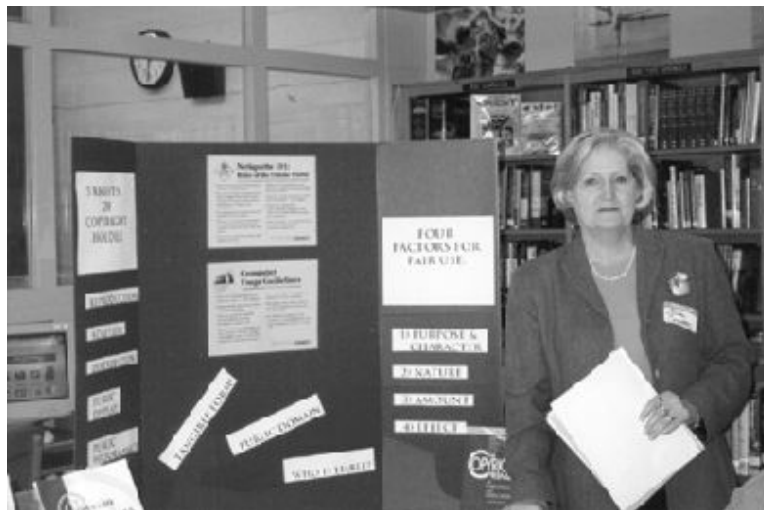
**Answer:** Yes. The use of the cartoon in a new work is a copyright infringement. The principal may display the original cartoon at a meeting in its original format.

**Scenario 11**— The music appreciation class wants to take portions of recordings and make "listening tests." Since this is an anthology, is this permitted?

**Answer:** According to the guidelines for Educational Uses of Music, taking excerpts of school-owned recordings for "aural examinations" is permitted.

**Scenario 12**— We have several teachers who are leaving to take jobs elsewhere, and the staff member in charge of the farewell party has taken a popular song and rewritten the lyrics to honor these staff members. The teaching staff will be singing this version of the song at the party. Is this legal?

**Answer:** Based on the Guidelines for Educational Uses of Music, this is not permitted under fair use. Copies of purchased music may be simplified (arranged for young learners) but lyrics may not be changed or added to.



# LIBRARY GUIDELINES

## EVIDENCE-BASED PRACTICE

The U.S. DOE supports a scientifically based approach to research that measures student learning. The No Child Left Behind legislation emphasizes that funds, specifically Title 1 funds, are used to support educational practices that are based on scientific research. The legislation requires school districts to develop plans for educational programs and services that are based on scientific research. This type of research is different from theoretical or anecdotal research in that it requires the researcher to conduct empirical investigation - which is linked to theory and can be replicated for continued study (U.S. DOE, 2002 pp. 19-20). One of the issues with scientifically-based education research is that there is not a large body of it in existence today and that school districts are not as familiar with the scientific approach to research as they are with other approaches

Lance and Loertscher, in their book *Powering Achievement: School Library Media Programs Make a Difference; the Evidence*, describe several methodologies for conducting educational research and answer questions about each method. In particular they discuss statistical research in terms of correlation vs. cause and effect, and quantitative vs. qualitative research (Lance and Loertscher, 2002 pp. 55-57).

Scientifically based education research strives to determine "how we know that students have learned" or "what the evidence of student learning is." The U.S. Department of Education's workgroup on the Use of Scientific Research in Education has identified six guiding principles of scientific inquiry.

### *Guiding Principles of Scientific Inquiry*

Principle One: Pose Significant Questions that can be Investigated Empirically;

Principle Two: Link Research to Theory;

Principle Three: Use Methods That Permit Direct Investigation of Question;

Principle Four: Provide Coherent Chain of Rigorous Reasoning;

Principle Five: Replicate and Generalize;

Principle Six: Transparency and Scholarly Debate.

Dr. Ross J. Todd has described evidenced-based practice in school librarianship as "the process of carefully documenting how school librarians make a difference in student learning." Dr. Todd recommends that school librarians start documenting the outcomes of effective school library media instruction. "Support will come from showing how school librarians impact student learning."

In his article, *Irrefutable Evidence* (SLJ 2003), Dr. Todd identifies several strategies for getting started with evidenced-based practice including teaching students information literacy skills and inquiry-based learning, collecting samples of student work, saving information about collaborative lesson plans and conducting student and staff surveys (Todd, April 2003 pp. 52-54).

### *Sources:*

- Feuer, Michael and Towne, Lisa. *The Logic and the Basic Principles of Scientific Based Research*, as part of the U.S. Department of Education workgroup on the Use of Scientific Research in Education. February 6, 2002

[www.ed.gov/nclb/methods/whatworks/research/page\\_pg11.html](http://www.ed.gov/nclb/methods/whatworks/research/page_pg11.html)

- Lance, Keith Curry and Loertscher, David. *Powering Achievement: School Library Media Programs Make a Difference; the Evidence*. San Jose, Calif. 2002.

# LIBRARY GUIDELINES

- Todd, Ross J., "Irrefutable Evidence: How to Prove You Boost Student Achievement," *School Library Journal*, April 2003, pp. 52-54.
- United States Department of Education. *No Child Left Behind: A Desktop Reference*. 2002. pp. 19-20.

## FACILITIES (SCHOOL LIBRARY)

The information here contains a selected bibliography of resources on school library facility design. These resources are not meant to be used in place of school district policy. School districts should review local school board adopted facility policies including fire codes, safety codes, requirements for fixation of book shelving, space requirements for free-standing shelving, securing/anchoring of equipment and use of equipment by students and others.

### *Selected Bibliography:*

- American Association of School Librarians (AASL) *Facilities Guides Web Site*.  
[www.ala.org/ala/aasl/aaslproftools/resourceguides/facilitiesaasl.htm](http://www.ala.org/ala/aasl/aaslproftools/resourceguides/facilitiesaasl.htm)
- Baule, Steven M. *Facilities Planning for School Library Media and Technology Centers*. Worthington, Ohio: Linworth Publishing, 1999.
- Erikson, Rolf, and Carolyn Markuson. *Designing a School Library Media Center for the Future*. Chicago: American Library Association, 2000.
- National Clearinghouse for Education Facilities Web site  
[www.edfacilities.org](http://www.edfacilities.org)
- Ohio School Facilities Commission (OSFC) Web site. The *Ohio School Facilities Design Manual* CD is available for purchase through the OSFC (614-466-6290).  
[www.osfc.state.oh.us](http://www.osfc.state.oh.us)
- Johnson, Doug. *Some Design Considerations When Building or Remodeling a Media Center*.  
[www.doug-johnson.com/dougwri/buildingquestions.html](http://www.doug-johnson.com/dougwri/buildingquestions.html)

## INFOHIO—Information Network for Ohio Schools

[www.infohio.org](http://www.infohio.org)

INFOhio offers a wide range of electronic databases, instructional resources, standardized software and technical support. It provides the content and the tools that library media specialists, teachers, and parents need to help students succeed. It is available to kindergarten through grade-12 public and nonpublic schools from any Internet-accessible computer at school or at home.

INFOhio uses state and federal funds to deliver a core collection of electronic resources to every Ohio kindergarten through grade-12 student and educator via the Internet. The core collection's resources provide age-appropriate, curriculum-related online content for a variety of subject areas.

INFOhio provides vendor preview and discounted pricing to help school districts supplement their local library collections to better meet local instructional requirements. INFOhio organizes a yearly Electronic

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Resources Vendor Preview that takes place from January 15 to March 15. Databases that support the curriculum and offer a wide range of products are available to students, teachers and librarians to review and evaluate for purchasing. All products reflect discounted state pricing for the following school year.

INFOhio provides library automation software to help put school library card catalogs online. This software also provides circulation data, reports and other tools for the librarian. INFOhio automation allows school districts to participate in MORE—Moving Ohio's Resources Everywhere. MORE is a partnership between the State Library of Ohio, INFOhio and OPLIN (Ohio Public Library Information Network) that allows library patrons to borrow materials statewide through their local online catalogs.

The INFOhio Curriculum Resource Catalog (CRC) is a Web-based database that includes more than 1.4 million bibliographic records from kindergarten through grade-12 schools and educational support agencies throughout the state. This makes it the primary tool for many librarians to copy MARC records using INFOhio's library automation software or a stand-alone system. The database is updated daily and 6,000 records are downloaded weekly to local catalogs. It simultaneously searches the state's 24 Area Media Centers for booking of resources and for links to state-owned streaming video resources.

INFOhio also provides easy access to a statewide online reservation/tracking system for educational materials. Currently, Ohio's Area Media Centers, Special Education Regional Resource Centers, Educational Television Agencies and large-city school district central media centers participate in the program using media booking software. The agencies provide convenient online booking for their customers, while benefiting from the components required to manage extensive collections.

HOME SITE SEARCH | SITEMAP | SUGGESTIONS | DAS DOCS

**INFOhio**  
THE INFORMATION NETWORK FOR OHIO SCHOOLS

EDUCATOR LIBRARY STAFF STUDENT/PARENT

INFOhio's state-funded resources free to all Ohio's K-12 students and teachers  
Username and password required for home access; see your school library media specialist

RESOURCES FOR Grades K-6 RESOURCES FOR Grades 4-8 RESOURCES FOR Grades 7-12 Core Collection

ONLINE CATALOG ohio media resources CURRICULUM RESOURCE CATALOG OH!Teach

Search School Catalogs Book AV Materials Online Search INFOhio's Union Catalog Web links for Educators

About INFOhio Contact Information New and Upcoming Other Resources

INFOhio, a partner in Ohio's library network, ensures the free delivery, quality, format, and equity of information for learners and educators by embracing appropriate, emerging technologies used in school, home, and community.

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# LIBRARY GUIDELINES

## INFORMAL EDUCATION PROVIDERS IN OHIO

This section contains a sampling of informal education opportunities available to students and educators through Ohio agencies, organizations and cultural entities. Among the most prominent sites for informal learning are museums, science centers, aquariums, zoos, state agencies and community groups. Descriptions of the following resources were provided via the entity Web site or informational brochure.

### **COSI—Center of Science and Industry (Columbus and Toledo)**

COSI's mission is to provide "an exciting and informative atmosphere for those of all ages to discover more about our environment, our accomplishments, our heritage, and ourselves. COSI motivates a desire toward a better understanding of science, industry, health, and history through involvement in exhibits, demonstrations, and a variety of educational activities and experiences."

[www.cosi.org](http://www.cosi.org)  
[www.cositoledo.org](http://www.cositoledo.org)

### **NASA Glenn Research Center**

Part of NASA's educational mission is to inspire the next generation of explorers and to encourage students to pursue careers in science, technology, engineering and mathematics. This mission is fulfilled through the Education Programs Office ([www.grc.nasa.gov/Doc/educatn.htm](http://www.grc.nasa.gov/Doc/educatn.htm)). NASA sponsors both student and educator programs.

[www.grc.nasa.gov](http://www.grc.nasa.gov)

### **National First Ladies' Library**

The National First Ladies' Library is intended for people to explore the lives of the nation's First Ladies. The library facilities include a research and educational center along with online access to biographical information about each first lady via the First Ladies Bibliography.

[www.firstladies.org](http://www.firstladies.org)  
[www.firstladies.org/Bibliography.htm](http://www.firstladies.org/Bibliography.htm)

### **National Underground Railroad Freedom Center**

312 Elm Street, Cincinnati, Ohio 45202

The Freedom Center seeks to educate the public about the historic struggle to abolish human enslavement and secure freedom for all people. The education programs include the Freedom Stations Program, public lectures, diversity training, genealogy, performances and educational resources, including film and Web initiatives.

[www.freedomcenter.org/index.cfm](http://www.freedomcenter.org/index.cfm)

### **The Ohio Historical Society**

1982 Velma Avenue, Columbus 43211, 1-888-909-6446.

The society exists to interpret, preserve, collect, and make available evidence of the past, and to provide leadership on furthering knowledge, understanding, and appreciation of the prehistory and history of Ohio and of the broader cultural and natural environments of which Ohio is a part. Educational services include student field trips to the museum, the History to Go Van which can visit school districts, distance learning programs and a variety of additional offerings that may be accessed at this URL: [www.ohiohistory.org/resource/edserv](http://www.ohiohistory.org/resource/edserv).

[www.ohiohistory.org](http://www.ohiohistory.org)



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*A Sampling of Ohio Museum's and Web addresses are listed below:*

**Bicycle Museum of America**

New Bremen, Ohio

[www.bicyclemuseum.com](http://www.bicyclemuseum.com)

**Cincinnati Museum Center**

Containing the Cincinnati History Museum, Museum of Natural History & Science, an Omnimax Theater, and the Cincinnati Historical Society Library.

[www.cincymuseum.org](http://www.cincymuseum.org)

**Cleveland Museum of Art**

[www.clemusart.com](http://www.clemusart.com)

**Cleveland Museum of Natural History**

[www.cmnh.org](http://www.cmnh.org)

**Columbus Museum of Art**

[www.columbusmuseum.org](http://www.columbusmuseum.org)

**Dayton Art Institute**

[www.daytonartinstitute.org](http://www.daytonartinstitute.org)

**Hale Farm and Village**

Bath, Ohio. Hale Farm and Village is an outdoor, living history museum that depicts life in the early to mid-1800s. Hale Farm & Village features 21 historic buildings to tour and many craft demonstrations.

[www.wrhs.org](http://www.wrhs.org)

**National Inventor's Hall of Fame**

Dayton, Ohio

[www.invent.org](http://www.invent.org)

**Pro Football Hall of Fame**

Canton, Ohio

[www.profootballhof.com](http://www.profootballhof.com)

**Rock and Roll Hall of Fame and Museum**

Cleveland, Ohio

[www.rockhall.com](http://www.rockhall.com)

**United States Air Force Museum**

Dayton, Ohio

[www.wpafb.af.mil/museum](http://www.wpafb.af.mil/museum)

*Sampling of Ohio State Agency Educational Offerings:*

**Ohio EPA Kidzone**

[www.epa.state.oh.us/kids](http://www.epa.state.oh.us/kids)

**Ohio Statehouse**

[www.statehouse.state.oh.us/statehouse/education.html](http://www.statehouse.state.oh.us/statehouse/education.html)

**Ohio Supreme Court**

[www.sconet.state.oh.us](http://www.sconet.state.oh.us)

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*Sampling of Ohio Zoos and Web addresses are listed below:*

Cincinnati Zoo and Botanical Garden

[www.cincyzoo.org](http://www.cincyzoo.org)

Cleveland Metro Parks Zoo

[www.clemetzoo.com](http://www.clemetzoo.com)

Columbus Zoo and Aquarium

[www.columbuszoo.org](http://www.columbuszoo.org)

Toledo Zoo

[www.toledozoo.org](http://www.toledozoo.org)

## INSTITUTE FOR LIBRARY AND INFORMATION LITERACY EDUCATION (ILILE)

[www.ilile.org](http://www.ilile.org)

The ILILE information was adapted from their web site.

"The primary objective of the Institute is a demonstration project of local, statewide and national significance. The development of this project will be accomplished through the creation of a variety of endeavors that will provide leadership in the research and teaching necessary for the integration of information literacy in classroom and library media centers.



The Institute focuses on activities with prekindergarten through grade-12 teachers, library media specialists, pre-service educators, and students working as collaborative peer-learner teaching teams to learn how to use school library media centers and information resources (print, electronic and Web-based) more effectively to enhance student learning."


The ILILE has four areas of focus:

- **"Education and Training** Prepare preservice and inservice teachers and library/media specialists to use information resources to enhance teaching and learning.
- **Curriculum Development** Create a replicable model for curriculum development and delivery through which prekindergarten through grade-12 teachers, library media specialists, administrators and students work as collaboratively to promote academic success through information literacy skills.
- **Promotion and Outreach** Engage in library and information literacy promotion and outreach activities to improve school library media specialist's effectiveness in working with other educators to integrate information literacy into kindergarten through grade-12 education.
- **Research and Evaluation** Conduct a systematic program of applied research on the effectiveness of model approaches and techniques for enhancing collaboration between school library/media specialists and teachers, and promoting the integration of information literacy skills in schools."

(ILILE 2004)

# LIBRARY GUIDELINES

	<div style="display: flex; justify-content: space-between;"> <span>Institute for Library &amp; Information Literacy Education</span> <span>KENT STATE UNIVERSITY</span> </div>	
Home		
Events	<b>Goals &amp; Objectives of ILILE</b>	
Committee		
Regula Lecture		
Goals & Objectives	<p>The primary objective of the Institute is a demonstration project of local, statewide and national significance. The development of this project will be accomplished through the creation of a variety of endeavors that will provide leadership in the research and teaching necessary for the integration of information literacy in classroom and library media centers.</p>	
Discussion Forum		
Links		
	<p>The Institute will focus on activities with PK-12 teachers, library media specialists, pre-service educators, and students working as collaborative peer-learner teaching teams in learning how to use school library media centers and information resources (i.e., print, electronic and web-based) more effectively to enhance student learning.</p>	
	<p>The ILILE has four areas of focus:</p>	
	<p><b>A. Education and Training</b>          Prepare pre- and in-service teachers and library/media specialists to use information resources to enhance teaching and learning.</p>	
	<ol style="list-style-type: none"> <li>1. Prepare existing teachers and school library media specialists to be more effective library and information resource users.</li> <li>2. Prepare pre-service teachers to be effective library and information resource users.</li> </ol>	
	<p><b>B. Curriculum Development</b>          Create a replicable model for curriculum development and delivery through which PK-12 teachers, library media specialists, administrators and students work as collaboratively to promote academic success through information literacy skills.</p>	



## INSTITUTE OF MUSEUM AND LIBRARY SERVICES (IMLS)

[www.imls.gov](http://www.imls.gov)

The Institute of Museum and Library Services (IMLS) is an independent federal agency that fosters leadership, innovation and lifelong learning. IMLS supports all types of museums, from art and history to science and zoos, and all types of libraries and archives, from public and academic to research and school. IMLS expands the educational benefit of these institutions by encouraging partnerships.

IMLS grant programs help libraries bring people the information they want and can use. Through statewide initiatives and subgrants, nationwide competitions for leadership activities and grants to improve Native American and Native Hawaiian library service, IMLS support reaches libraries in thousands of communities every year.

The Library Services and Technology Act of 1996, a section of the Museum and Library Services Act, promotes access to learning and information resources in all types of libraries for individuals of all ages. Through this legislation, IMLS provides funds to state library agencies using a population-based formula. State libraries may use the appropriation to support statewide initiatives and services. They also may distribute the funds through competitive subgrant competitions or cooperative agreements to public, academic, research, school and special libraries in their state.

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LSTA outlines two broad priorities for this funding. The first is for activities using technology for information sharing between libraries and between libraries and other community services. The second is for programs that make library resources more accessible to urban, rural or low-income residents and others who have difficulty using library services. In Ohio, LSTA funds are administered by the State Library of Ohio which notifies eligible agencies when funds become available for allocation.

*\* This information was adapted from the IMLS web site.*

## LEADERSHIP FOR SCHOOL LIBRARIES (L4SL)

[www.ode.state.oh.us/curriculum-assessment/school\\_library/L4SL.asp](http://www.ode.state.oh.us/curriculum-assessment/school_library/L4SL.asp)

Leadership for School Libraries is an Ohio partnership comprised of a collaboration between the Ohio Department of Education, the Ohio Educational Library Media Association, the Information Network for Ohio Schools and the State Library of Ohio. Members consist of experienced school library media specialists who hold school library leadership positions in Ohio. Members have served as school library media specialists in school districts throughout Ohio.



The mission of Leadership for School Libraries is to provide leadership to Ohio's school library community through the integrated efforts of state-level entities.

# LIBRARY GUIDELINES



L4SL activities include:

Greater Ohio Technology in Education Conference- L4SL presentation and exhibit announcing the partnership (November 2001).

American Association of School Librarians 10th National Conference and Exhibition- L4SL was selected as one of the 25 Exploratorium participants at the AASL 10th National Conference and Exhibition, Indianapolis, Ind. The Exploratorium is a two-hour session consisting of hands-on learning stations that showcase the "best practices" of school libraries and state organizations (November 14-18, 2001).

Ohio SchoolNet Conference- L4SL provided a 21st Century School Library Technology Exhibit at the Ohio SchoolNet Conference. In addition to demonstrations on automation, information, integration and multimedia resources for school libraries, First Lady of Ohio, Hope Taft visited the school library, read a book to students and participated in a video conference with the author of the book (February 4-6, 2002).

*Your School Library: Its All about Learning* video- L4SL assisted the Ohio Educational Library Media Association (OELMA) in the development of a video titled, *Your School Library: Its All about Learning*. The production was funded through a Library Services and Technology Act (LSTA) Grant from the State Library of Ohio. The video was mailed to Ohio school districts in February 2003.

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*The Ohio Research Study: Student Learning through Ohio School Libraries-* LASL collaborated with Ohio Educational Library Media Association (OELMA) on the Ohio Research Study project. The study was funded through a Library Services and Technology Act (LSTA) Grant from the State Library of Ohio.



## LIBRARY ADVOCACY

A discussion on communication, public relations, marketing and advocacy.

Communication is being proactive in an age of accountability. While school librarians may be functioning daily as an integral part of the school learning environment, the role of the media specialist may not be well understood by many education decision makers or the learning community as a whole. The school library media specialist communicates the mission, goals, function and impact of the school library media program through many avenues including public relations, marketing and advocacy.

Through *public relations* the school library media specialist raises awareness for the school library program by encouraging and promoting library use. *Marketing* is a promotional technique in which the learning

# LIBRARY GUIDELINES

communities wants and needs are identified, corresponding resources and services are made available and those resources and services are promoted. Building support for school library media programs and services through a long-term step-by-step effort is advocacy. Any program existing in a vacuum is vulnerable. Media specialists must take active roles in promoting the school library program to make sure decision makers, administrators, parents, community members, educators, staff and students recognize and value the impact of effective school library media programs on student achievement.

## *Selected Bibliography:*

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[www.ala.org/aasl/resources/pr.html](http://www.ala.org/aasl/resources/pr.html)
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- Flowers, H. *Public Relations for the School Library: 500 Ways to Influence People and Win Friends for your School Library Media Center*. New York: Neal-Schuman. 1998.
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[www.folusa.com/html/fact13.html](http://www.folusa.com/html/fact13.html)
- Hartzell, Gary N. *Building Influence for the School Librarian*. Linworth Publishing, 1994.
- Internet Public Library: Library Advocacy & Promotion Resources  
[www.ipl.org/ref/RR/static/hum45.20.00.html](http://www.ipl.org/ref/RR/static/hum45.20.00.html)
- Kids Can't Wait: Library Advocacy NOW!  
[www.calibraries.org/kidsconnect/advocacy/alapl.shtml](http://www.calibraries.org/kidsconnect/advocacy/alapl.shtml)
- Legislative Advocacy & Grassroots Lobbying  
[www.ala.org/washoff/advocacy.html](http://www.ala.org/washoff/advocacy.html)
- Library Media & PR: Strategies, Techniques, Resources, Tips, & Tools for Library Communicators  
[www.ssdesign.com/librarypr/index.html](http://www.ssdesign.com/librarypr/index.html)
- Library Talk 15, no. 3 (May/June 2002). The theme of this elementary school library media publication is public relations.
- OELMA Advocacy Support Resources  
[www.oelma.org/advocacy2.htm](http://www.oelma.org/advocacy2.htm)
- OELMA: Quotations about how library media centers and specialists impact student achievement  
[www.oelma.org/advquotes.htm](http://www.oelma.org/advquotes.htm)
- Statistics on Libraries  
[libws66.lib.niu.edu/libstats/etst.htm](http://libws66.lib.niu.edu/libstats/etst.htm)
- So You Want to Be a School Media Specialist: Public Relations  
[tln.lib.mi.us/%7Ertruxall/media/pr2.html](http://tln.lib.mi.us/%7Ertruxall/media/pr2.html)
- PR-Talk Shop  
[www.ssdesign.com/prtalkshop/index.html](http://www.ssdesign.com/prtalkshop/index.html)
- Wasman, A., ed. *Ideas for Promoting your School Library Media Program*. Chicago: American Library Association. 1996.



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## **MORE—MOVING OHIO RESOURCES EVERYWHERE**

[www.moreforohio.org/](http://www.moreforohio.org/)

MORE is a statewide resource-sharing network that brings library patrons "more resources, more books, more music, more videos—any circulating item in a library collection." A library user can search and request items from statewide Ohio library catalogs. The items are shipped to the participating home library and checked out to the person who requested the items. The items also may be returned to the home library, which will ship the items back to the originating library. School libraries, public libraries, academic libraries and special libraries may participate in MORE. There is a fee structure based on the number of delivery days per week.

*\* Information in this section was adapted from the MORE- Moving Ohio Resources Everywhere Web site.*

## **NATIONAL BOARD OF PROFESSIONAL TEACHING STANDARDS: Library Media Standards for National Certification.**

[www.nbpts.org/](http://www.nbpts.org/)

From the NBPTS Web page—The National Board for Professional Teaching Standards is rooted in the belief that the single most important action this country can take to improve schools and student learning is to strengthen teaching. The NBPTS mission is to advance the quality of teaching and learning by maintaining rigorous standards for what accomplished teachers should know and be able to do, by providing a national voluntary system certifying teachers who meet these standards and by advocating related education reforms to integrate national board certification in American education and to capitalize on the expertise of national board certified teachers.

The NBPTS addresses five core propositions including the items listed here; explanations of each proposition may be viewed at this URL: [www.nbpts.org/about/coreprops.cfm](http://www.nbpts.org/about/coreprops.cfm).

1. Teachers are committed to students and their learning;
2. Teachers know their subjects and how to teach them to students;
3. Teachers are responsible for managing and monitoring student learning;
4. Teachers think systematically about their practice and learn from experience;
5. Teachers are members of learning communities.

### ***NBPTS Library Media Standards***

[www.nbpts.org/standards/stdsoverviews.cfm](http://www.nbpts.org/standards/stdsoverviews.cfm)

The requirements for National Board Certification in the field of Library Media reflect 10 standards and are organized around three areas: what library media specialists know, what library media specialist do and how library media specialists grow. The 10 standards may be found at this URL: [www.nbpts.org/standards/stdsoverviews.cfm](http://www.nbpts.org/standards/stdsoverviews.cfm) (scroll to the library media area).

Information regarding ODE's policies and guidelines for national board certification may be found at this URL: [www.ode.state.oh.us/Teaching-Profession/Teacher/National\\_Board\\_Cert/](http://www.ode.state.oh.us/Teaching-Profession/Teacher/National_Board_Cert/).

*\* Information in this section was adapted from the NBPTS and ODE Web sites.*



# LIBRARY GUIDELINES

## **NO CHILD LEFT BEHIND:**

### **Improving Literacy Through School Libraries (LSL) Grant Program**

[www.ed.gov/offices/OESE/LSL/](http://www.ed.gov/offices/OESE/LSL/)

The Improving Literacy through School Libraries (LSL) program is one component of the U.S. Department of Education's commitment to dramatically improve student achievement by focusing available resources, including those of school library media centers, to ensure that no child is left behind. School library media centers have an important role to contribute to the success of local reading improvement efforts by increasing collaboration between instructional and school library media center staff, providing additional instructional materials and resources and extending hours of operation during nonschool hours.

Grants are available to local school districts (local educational agencies) in which 20 percent or more of the families have incomes below the poverty line. Charter schools are considered local educational agencies. Individual schools may not apply; private schools are ineligible.

*\* Information adapted from U.S. DOE LSL Frequently Asked Questions [www.ed.gov/offices/OESE/LSL/](http://www.ed.gov/offices/OESE/LSL/).*

## **OHIO CENTER FOR THE BOOK**

[www.ohiocenterforthebook.org](http://www.ohiocenterforthebook.org)

The Ohio Center for the Book is located in the Cleveland Public Library. It is affiliated with the national Center for the Book located at the Library of Congress ([www.loc.gov/loc/cfbook/](http://www.loc.gov/loc/cfbook/)). The Ohio Center for the Book was established in 1977 to promote books, reading, libraries and literacy throughout Ohio. The Web site provides an interactive literary map of Ohio that allows Internet visitors to click on a region of the state and view a list of authors from that region. The Web site provides information about each author; as well as, links to Ohio literary organizations.

*\* Information for this section was adapted from the Ohio Center for the Book Web site.*

## **OHIO DEPARTMENT OF EDUCATION**

[www.ode.state.oh.us](http://www.ode.state.oh.us)

This section contains quick links to frequently requested information.

### *Academic Content Standards Information:*

#### **Academic Content Standards Web site**

[www.ode.state.oh.us/academic\\_content\\_standards](http://www.ode.state.oh.us/academic_content_standards)

#### **Instructional Management System (IMS- Model Curricula)**

[ims.ode.state.oh.us/ode/ims](http://ims.ode.state.oh.us/ode/ims)

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## **Center for Curriculum and Assessment**

Serves Ohio's children and adults by defining and communicating challenging standards, establishing measures for assessing progress and providing leadership, products and services. The Center for Curriculum and Assessment houses the Office of Curriculum and Instruction, Office of Assessment and the Office of Career Technical and Adult Education.

[www.ode.state.oh.us/Curriculum-Assessment/default.asp](http://www.ode.state.oh.us/Curriculum-Assessment/default.asp)

## **Office of Curriculum and Instruction**

Provides leadership and technical assistance to internal and external customers for research and development, implementation and assessment and continuous improvement of products and practices supporting standards-based education.

[www.ode.state.oh.us/curriculum-assessment/ci](http://www.ode.state.oh.us/curriculum-assessment/ci)

## **Office of Assessment**

Provides leadership and technical assistance to school communities by managing the development and administration of statewide tests, communicating assessment guidelines and providing assessment-related products and services.

[www.ode.state.oh.us/curriculum-assessment/Assessment](http://www.ode.state.oh.us/curriculum-assessment/Assessment)

## **Office of Career Technical and Adult Education**

Provides leadership and technical assistance to career-technical planning districts and service providers supporting a continuum of career development for all learners, career pathways for students in secondary education and workforce development and literacy for adults.

[www.ode.state.oh.us/CTAE](http://www.ode.state.oh.us/CTAE)

## ***Certification and Licensure Information:***

### **Center for the Teaching Profession**

[www.ode.state.oh.us/Teaching-Profession/default.asp](http://www.ode.state.oh.us/Teaching-Profession/default.asp)

### **CORE Educator Information**

This site allows visitors to review educator credentials.

[webapp2.ode.state.oh.us/core/Educator\\_Information/default.asp](http://webapp2.ode.state.oh.us/core/Educator_Information/default.asp)

## **OHIO READS**

[www.ohioreads.org/](http://www.ohioreads.org/)

OhioReads works to improve the reading skills of kindergarten through fourth-grade students in two ways: by bringing community members into schools to serve as volunteer reading tutors to students, and by providing reading grants to schools to purchase reading programs, pay for teacher professional development, buy books and reading materials and fund other activities aimed at helping students learn to read.

# LIBRARY GUIDELINES

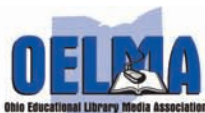
## OHIO RESEARCH STUDY

The following two pages contain "The Ohio Research Study Fact Sheet," used by permission of the Ohio Education Library Media Association (OELMA).



Roger Verny, Deputy Director of the State Library of Ohio and Dr. Ross J. Todd, Professor, Rutgers University shake hands in celebration of the completion of the Ohio Research Study.

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## Student Learning Through Ohio School Libraries

### The Ohio Research Study Fact Sheet

<http://www.oelma.org/studentlearning.htm>

The research study, *Student Learning through Ohio School Libraries*, was funded by the State Library of Ohio through a Library Services and Technology Act (LSTA) grant from the federal Institute of Museum and Library Services (IMLS) to the Ohio Educational Library Media Association (OELMA), and was coordinated through Leadership for School Libraries (L4SL), a coalition of OELMA, INFOhio (the state K-12 network), the Ohio Department of Education and The State Library of Ohio. The research was undertaken by Dr. Ross J. Todd and Dr. Carol C. Kuhlthau of Rutgers University and the Center for International Scholarship in School Libraries (CISSL). The study sought to understand **how students benefit from school libraries** through elaborating "conceptions of help" and providing some measure of the extent of these "helps," as perceived by students and faculty.

#### The Study

- Conducted from October, 2002 through December, 2003
- Looked at 39 effective school libraries across Ohio
- Collected information through two web-based surveys with 48 questions & one open-ended critical incident
- Surveyed 13,123 students in Grades 3 to 12 and 879 faculty
- Largest study to date of how the school library helps students learn

**When effective school libraries are in place, students do learn.  
13,000 students cannot be wrong.**

#### The Results

99.44% of the sample (13,050 students) indicated that the school library and its services, including roles of school librarians, have helped them in some way, regardless of how much, with their learning.

Collectively, the data show that effective school libraries in Ohio are dynamic rather than passive agents of learning. The findings indicate that the effective school library helps the strongest as a resource agent and a technical agent, providing access to information resources necessary for students to complete their research assignments and projects successfully. However, the qualitative responses show that the school library's strength is not just as a passive information supply and exchange agency. Clearly helpful is the library's part in engaging students in an active process of building their own understanding and knowledge – the library as an agent for individualized learning, knowledge construction and academic achievement.

Correspondingly, the instructional intervention by the school librarian goes beyond teaching students how to use technology tools to access and evaluate information, but also provides instruction in how to use these tools effectively and reflectively to create products.

The study shows that an effective school library, lead by a credentialed school librarian who has a clearly defined role in information-centered pedagogy, plays a critical role in facilitating student learning for building knowledge. This instructional intervention role, centering on the development of information literacy, affords Ohio students significant opportunities to learn and to succeed with their research. What this conveys is the

notion of an effective school library in Ohio as not just an information place, but also as a knowledge space where students develop the appropriate information literacy scaffolds to enable them to engage with information and build new knowledge. An effective school library is not just informational, but formational.

#### The Implications and Recommendations

The successes of the school libraries in this study show what can be focused on and improved in any school, and they provide useful benchmarks for measuring improvement. The study identifies some essential *informational, transformational and formational* building blocks for effective school libraries in Ohio's schools to play a leading role as *dynamic agents of learning*. Key building blocks are:

- Resources
- Technological infrastructure
- Reading resources
- Information literacy
- Technological literacies
- Reading engagement

As a result of the Ohio research study, it is recommended that:

- all school library programs provide instructional intervention, through a credentialed school librarian, which centers on the development of information literacy skills for inquiry learning
- all school libraries, including elementary schools, be staffed with credentialed school librarians who have educational certification and who engage in collaborative instructional initiatives to help students learn and achieve
- all school librarians have a clearly defined role as information-learning specialist, with expertise
  - as an instructional designer who creates and delivers information literacy instruction at class, group and individual levels;
  - as an educational partner-leader who mutually collaborates, negotiates, and plans with school administrators, teachers, students and parents to implement information literacy instruction in the curriculum;
  - as a school library program administrator who mutually negotiates, plans and implements a whole-school library program which articulates the integration of information, transformations and formation, as well as the managerial and organizational dimensions of the role; and
  - as a partner-leader in the provision of learning-oriented professional development targeted to whole-school success of learning goals.
- all school libraries provide a learning-centered space supported by a strong technology infrastructure
- all stakeholders engage in sustained and action-oriented discussions in the context of continuous improvement of the necessary resources, technology and staffing requirements needed to maximize the learning opportunities through school libraries.

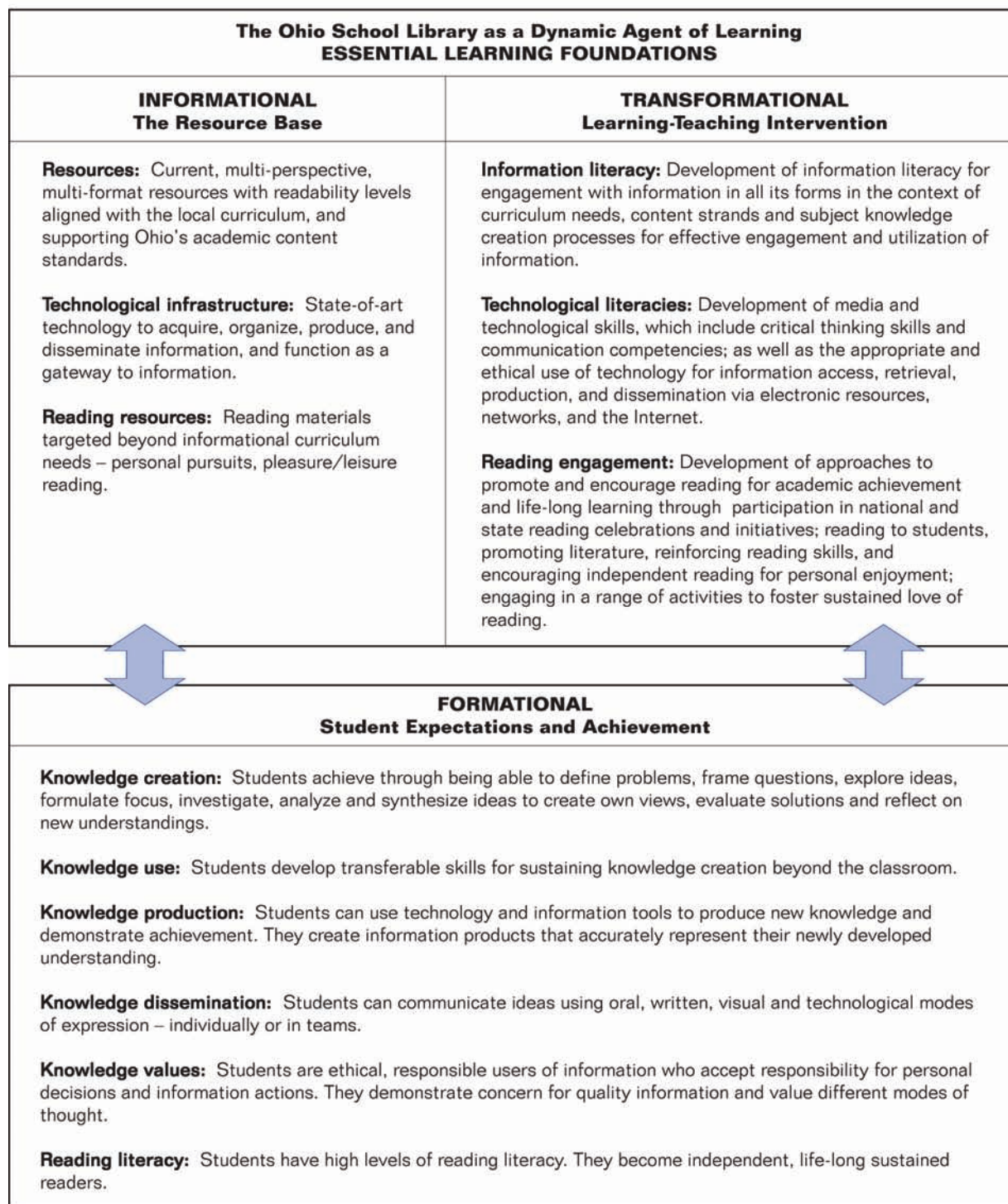
**In Ohio, the provision of opportunities to learn through effective school libraries is critical to ensure that no student is left behind.**



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The essential foundations for an effective school library in Ohio's schools are identified in the model below. All Ohio schools are encouraged to strive for excellence through continuous improvement of school libraries. These building blocks for

excellence are not to be perceived as independent blocks; rather, as elements that work together in integrated and iterative ways to bring about student achievement.



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## PARTNERSHIP FOR 21ST CENTURY SKILLS

*[www.21stcenturyskills.org](http://www.21stcenturyskills.org)*

Information in this section was adapted from the Partnership for 21st Century Skills Web site. The Partnership for 21st Century Skills is a “unique public-private organization formed to define and incorporate into learning the skills that are necessary for every student's success in the 21st Century. The Partnership for 21st Century Skills brings together educators, administrators, parents, businesses, and community leaders to determine how to define and assess these skills, as well as to make recommendations and provide tools for their implementation.”

The Partnership addresses learning skills including, information and communication skills, thinking and problem-solving skills, and interpersonal and self-directional skills. The Partnership has produced a report, *Learning for the 21st Century*, which may be accessed at this URL: [www.21stcenturyskills.org/reports/learning.asp](http://www.21stcenturyskills.org/reports/learning.asp). The report describes critical elements for learning in the 21st century and identifies strategies for developing and assessing 21st century learning and provides instructional examples from effective school districts.

Critical elements for creating 21st century skills:

- Emphasize core subjects;
- Emphasize learning skills;
- Use 21st century tools to develop learning skills;
- Teach and learn in a 21st century context;
- Use 21st century assessments that measure 21st century skills.

## PRE-SERVICE LIBRARY EDUCATION

This section lists Ohio colleges and universities that offer school library media licensure.

Ohio educators are required to hold an appropriate credential (certificate or license) to teach in Ohio schools. The Ohio Department of Education's Center for the Teaching Profession oversees Ohio certification and licensure. Information regarding the credentials of Ohio educators may be obtained through the Ohio Educator Information System. The public may look up educators who are licensed or certified by the state of Ohio and view their credentials by accessing this URL: [webapp2.ode.state.oh.us/core/Educator\\_Information/default.asp](http://webapp2.ode.state.oh.us/core/Educator_Information/default.asp).

Certification and licensure information, including initial licensure and certificate renewal or conversion, may be obtained via the Web sites listed here or by contacting the ODE Certification and Licensure Office.

ODE Teaching Profession Web page

[www.ode.state.oh.us/Teaching-Profession/default.asp](http://www.ode.state.oh.us/Teaching-Profession/default.asp)

ODE Certification and Licensure Web page

[www.ode.state.oh.us/Teaching-Profession/Teacher/Certification\\_Licensure](http://www.ode.state.oh.us/Teaching-Profession/Teacher/Certification_Licensure)

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ODE Alternative Licensure Web page

[www.ode.state.oh.us/Teaching-Profession/Teacher/Certification\\_Licensure/altedbr.asp](http://www.ode.state.oh.us/Teaching-Profession/Teacher/Certification_Licensure/altedbr.asp)

ODE Renewal or Conversion Web page

[www.ode.state.oh.us/Teaching-Profession/Teacher/Certification\\_Licensure/cl\\_rct.asp](http://www.ode.state.oh.us/Teaching-Profession/Teacher/Certification_Licensure/cl_rct.asp)

Ohio Application Status Web page

[www.ode.state.oh.us/Teaching-Profession/Teacher/Certification\\_Licensure/www-cert-status.asp](http://www.ode.state.oh.us/Teaching-Profession/Teacher/Certification_Licensure/www-cert-status.asp)

Ohio education programs including library media education are accredited through the National Council for Accreditation of Teacher Education (NCATE). Programs in library and information studies also may be accredited by the American Library Association (ALA). ALA accreditation is not required for Ohio school library media licensure. Ohio currently has three universities which offer various types of initial school library media licensure.

ALA accreditation

[www.ala.org/ala/accreditation/accredstandards/index.htm](http://www.ala.org/ala/accreditation/accredstandards/index.htm)

ALA accredited programs

[www.ala.org/ala/accreditation/lisdirb/lisdirectory.htm](http://www.ala.org/ala/accreditation/lisdirb/lisdirectory.htm)

NCATE

[www.ncate.org](http://www.ncate.org)

NCATE School Library Media Standards

[www.ncate.org/standard/programstds.html](http://www.ncate.org/standard/programstds.html)

**Kent State University** College of Education offers licensure at the graduate level. This program is NCATE accredited. Information may be found at this URL: [www.educ.kent.edu/](http://www.educ.kent.edu/). Specific information about the school library media licensure program may be found at this URL: [www.educ.kent.edu/offices/OSS/require/graduate/LIBRARY.PDF](http://www.educ.kent.edu/offices/OSS/require/graduate/LIBRARY.PDF).

**Kent State University** also offers a Master of Library and Information Science (MLIS) degree through the School of Library and Information Science ([www.slis.kent.edu](http://www.slis.kent.edu)) which is accredited by the American Library Association (ALA). Students may follow an option that allows them to add the multiage prekindergarten through grade-12 school library media license to the MLIS degree. Information about this program may be found at this URL: [www.slis.kent.edu/programs/masters.php](http://www.slis.kent.edu/programs/masters.php).

**Ohio Dominican University** is in the process of revising their library media specialist multi-age licensure program. Information may be obtained by accessing this URL: [www.ohiodominican.edu/majors/librarymedia/default.shtml](http://www.ohiodominican.edu/majors/librarymedia/default.shtml).

**Wright State University** ([www.wright.edu](http://www.wright.edu)) offers graduate-level programs in educational technology that also allow students to follow a path toward initial school library media licensure. The educational technology program options may be accessed at this URL: [www.ed.wright.edu/departments/edl/edtech/index.html](http://www.ed.wright.edu/departments/edl/edtech/index.html). Information regarding the library media graduate degree may be obtained through this URL: [www.ed.wright.edu/departments/edl/edtech/libmedia.html](http://www.ed.wright.edu/departments/edl/edtech/libmedia.html). These programs are NCATE accredited.

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Kent State University School of Library and Information Science opened the Reinberger Children's Library Center in September 2003. It is the only facility in the United States dedicated to the training and education of children's, young adult and school library media specialists.

## PROFESSIONAL ASSOCIATIONS—NATIONAL AND INTERNATIONAL

Resources listed in this section identify national and international professional organizations.

### **American Association of School Librarians (AASL)**

AASL is a division of the American Library Association that serves the professional needs of school librarians, educators of school librarians and others interested in libraries and education. The mission of AASL, as identified on the organization Web site, is to advocate excellence, facilitate change and develop leaders in the school library media field. AASL provides programs in conjunction with the ALA annual conference and also holds its own biennial conference. AASL presents several awards honoring school librarians and exemplary school library programs. The award criteria may be viewed on the AASL Web site. AASL provides school library related resource guides that may be used to assist librarians as they develop school library services. AASL also provides position statements on school library topics which may be used to inform librarians and others about the particular topic. The Position Statements and Resource Guides are located under the Professional Tools section of the AASL Web site.

[www.ala.org/aasl](http://www.ala.org/aasl)

- Position Statements:

[www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslposition.htm](http://www.ala.org/ala/aasl/aaslproftools/positionstatements/aaslposition.htm)

- Resource Guides:

[www.ala.org/ala/aasl/aaslproftools/resourceguides/aaslresource.htm](http://www.ala.org/ala/aasl/aaslproftools/resourceguides/aaslresource.htm)

### **American Library Association (ALA)**

ALA is the main professional organization for American library professionals. It promotes the profession, addresses issues relating to libraries and their roles, publishes position papers of relevance to current library-



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related issues and champions its positions in the political arena. ALA hosts an annual conference during the summer and a midwinter meeting to conduct the business of the Association.

[www.ala.org](http://www.ala.org)

## **Association for Educational Communications and Technology (AECT)**

The mission of the AECT, as stated on the organization's Web site, is to provide leadership in educational communications and technology by linking professionals holding a common interest in the use of educational technology and its application to the learning process. AECT has a division for school media and technology professionals and hosts an annual conference generally held in the fall.

[www.aect.org](http://www.aect.org)

## **International Association of School Librarianship (IASL)**

The goal of IASL is to provide an international forum for those people interested in promoting effective school library media programs as viable instruments in the educational process. IASL produces a newsletter titled *School Library Happenings Worldwide* that provides information about school library success and concerns. IASL hosts an annual conference generally during the summer months.

[www.iasl-slo.org](http://www.iasl-slo.org)

## **PROFESSIONAL ASSOCIATIONS—OHIO**

Resources listed in this section identify Ohio professional organizations.

### ***Ohio Educational Library Media Association (OELMA) [www.oelma.org](http://www.oelma.org)***

OELMA is the professional association for Ohio library media educators. It is dedicated to educational, literary and technological excellence in library media services in Ohio's schools. OELMA members link students, teachers and other members of the learning community to the world of information by teaching students to become information literate and lifelong learners; working in collaborative partnerships to meet individual needs, and providing access to information resources and technology.

The Association is divided into six regions, and each is represented on the OELMA Board by two directors (one is elected each year). OELMA hosts an annual two-day conference with related pre-conferences each fall. It sponsors an e-list for members and publishes a journal, the *Ohio Media Spectrum*. OELMA is also an affiliate of AASL.

OELMA presents several annual awards honoring Ohio school librarians and library programs. Information about the award criteria may be found on the OELMA Web site.

### ***Award of Merit***

The Award of Merit honors an Ohio media specialist that has distinguished him/herself in the educational library/media profession. Honorees have provided notable service and significant contributions to education while actively participating in OELMA.

### ***Administrator's Award***

The Administrator's Award honors those administrators who have made worthy contributions to the concepts of effective media programs and are continuing to stimulate interest in the planning, implementation and support of media programs resulting in improvement of curriculum and classroom instruction. Any educational administrator, such as a superintendent, assistant superintendent, director, coordinator or

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principal, is eligible. Nominations must be made by OELMA members. A nominee must provide written permission for his/her consideration for the award.

## *Edgar Dale Distinguished Service Award*

This award was created in honor of Edgar Dale, a distinguished Ohio educator, who became nationally prominent as an authority on the use of audio-visual materials in education. This prestigious award honors media specialists who have demonstrated a commitment to the educational media profession through active involvement in both OELMA and AECT.

## *Intellectual Freedom Award*

The Intellectual Freedom Award is an annual award recognizing the contribution of an individual or a group who has actively promoted intellectual freedom in Ohio. Anyone who is actively promoting intellectual freedom in Ohio is eligible for this award. Activities within the past five years are eligible for consideration.

## *Innovative School Library Practice Awards*

The ISLP award is given to school librarians who have implemented exemplary school library practices in their school buildings or districts.

## *OELMA Scholarships*

OELMA provides two scholarships to worthy students pursuing study for careers as school library media specialists. Since its beginning, OELMA has been providing encouragement to those wishing to enter the school library media field through the awarding of scholarships. An additional scholarship was established in 1985, through the philanthropy of the late J. Allen Oakum, a past president. Applicants are eligible to apply if you intend to prepare for a career as a school library media specialist, are a college junior or senior in a four-year program or a graduate student, a legal resident of Ohio at the time of application and are in need of financial assistance.

## PROFESSIONAL DEVELOPMENT (LPDC AND IPDP)

Ohio Senate Bill 230 authorized the establishment of Local Professional Development Committees (LPDCs) in every school district and chartered nonpublic school. One of the primary functions of an LPDC is to ensure that the professional development of educators aligns with the rising expectations for students, schools and teachers, and contributes to the ongoing continuous improvement of a district and school. The LPDC members also review the course work and other professional development activities proposed and completed by educators within the district to determine if the requirements for renewal of certificates or licenses have been met.

Every educator is required to create an individual professional development plan (IPDP) that identifies their goals for learning. The IPDP development process enables educators to reflect upon their practice and take responsibility for their continued professional development. The LPDC will have a format for the IPDP to be used by the educators in each school district and a process for the approval of such plans. *Each educator is responsible for keeping his or her own IPDP and maintaining documentation that the goals and related activities outlined in the plan have been completed.*

# LIBRARY GUIDELINES

Educators should consider these principles of professional development when planning their IPDPs:

- Quality professional development increases the capacity of educators to improve student achievement;
- Quality professional development addresses educators' varied experiences and learning needs;
- Quality professional development addresses educators' varied experiences and principal work;
- Quality professional development creates communities of educators that support continuous inquiry, collaboration and growth;
- Quality professional development applies knowledge from research, as well as what has been learned from sound educational practice;
- Quality professional development is based on student data, aligned with building and district goals and focused on a specific set of targeted improvements in student learning;
- Quality professional development is a process that occurs over time with system support for acquiring new skills and incorporating them into practice.

The Individual Professional Development Plan (IPDP) should be developed before enrolling or participating in any coursework or activities. This allows the LPDC to determine if the proposed plan meets the requirements of the educator licensing rules.

*\* LPDC and IPDP information in this section was adapted from the Ohio Department of Education Web site.*

# LIBRARY GUIDELINES

## SCHOOL LIBRARY IMPACT STUDIES

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# LIBRARY GUIDELINES

- Todd, Ross J., and Carol C. Kuhlthau. *Student Learning for Ohio School Libraries: The Ohio Research Study*. Ohio Educational Library Media Association, 2004.

[www.oelma.org/StudentLearning/default.asp](http://www.oelma.org/StudentLearning/default.asp)

## SCHOOL LIBRARY MEDIA SPECIALISTS

Excerpted from Chapter One, "The Vision," of *Information Power: Building Partnerships for Learning*. Copyright 1998 American Library Association and Association for Educational Communications and Technology. Used by permission.

### Roles and Responsibilities of the School Library Media Specialist

As **teacher**, the library media specialist collaborates with students and other members of the learning community to analyze learning and information needs, to locate and use resources that will meet those needs and to understand and communicate the information the resources provide. An effective instructor of students, the library media specialist is knowledgeable about current research on teaching and learning and skilled in applying its findings to a variety of situations—particularly those that call upon students to access, evaluate and use information from multiple sources to learn, think and create and apply new knowledge. A curricular leader and a full participant on the instructional team, the library media specialist constantly updates personal skills and knowledge to work effectively with teachers, administrators and other staff—both to expand their general understanding of information issues and to provide them with specific opportunities to develop sophisticated skills in information literacy, including the use of information technology.

As **instructional partner**, the library media specialist joins with teachers and others to identify links across student information needs, curricular content, learning outcomes and a wide variety of print, nonprint, and electronic information resources. Working with the entire school community, the library media specialist takes a leading role in developing policies, practices and curricula that guide students to develop the full range of information and communication abilities. Committed to the process of collaboration, the library media specialist works closely with individual teachers in the critical areas of designing authentic learning tasks and assessments, and integrating the information and communication abilities required to meet subject matter standards.

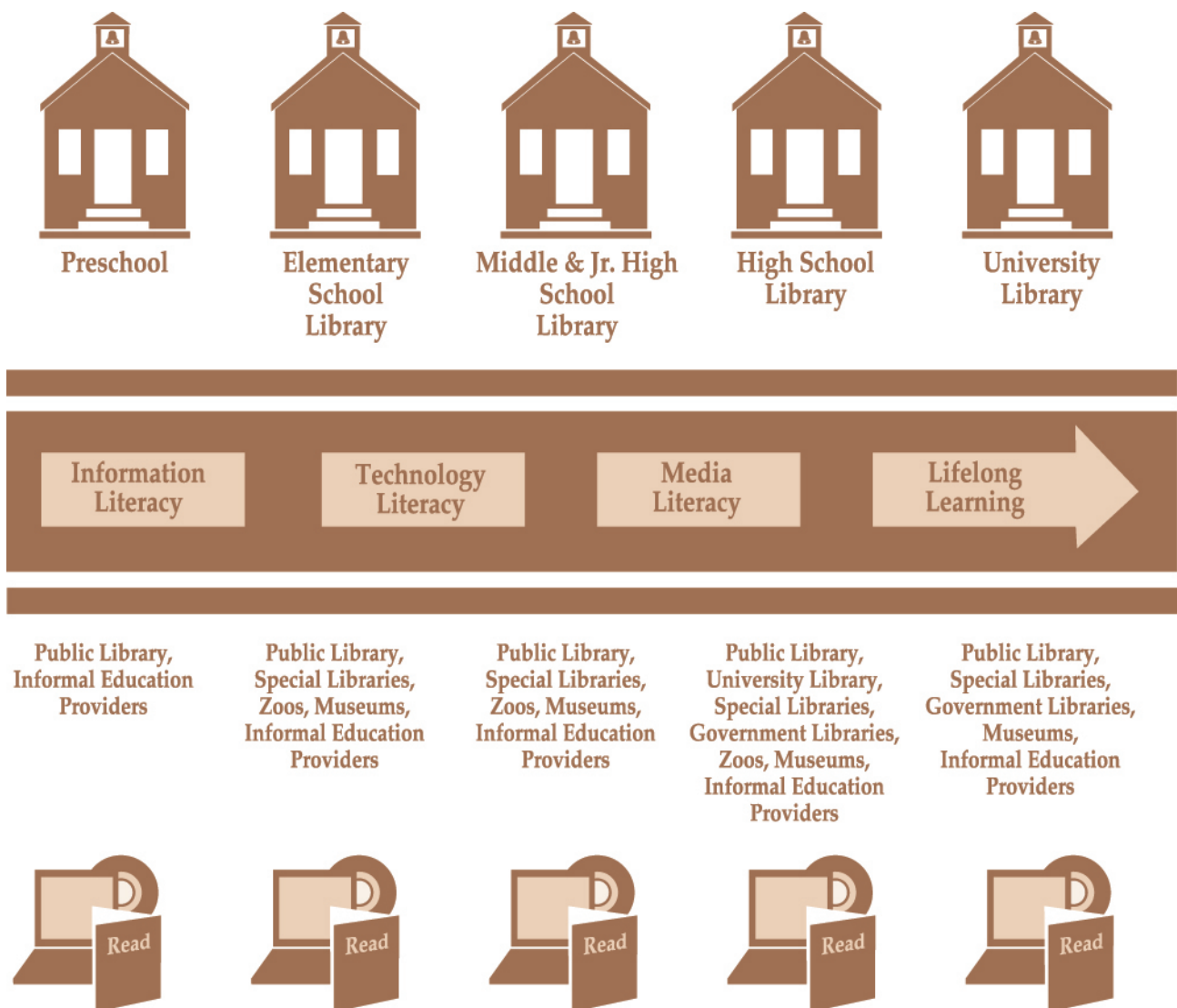
As **information specialist**, the library media specialist provides leadership and expertise in acquiring and evaluating information resources in all formats, in bringing an awareness of information issues into collaborative relationships with teachers, administrators, students and others, and in modeling strategies for students and others to use in locating, accessing, and evaluating information within and beyond the library media center. Working in an environment that has been profoundly affected by technology, the library media specialist both masters sophisticated electronic resources and maintains a constant focus on the nature, quality and ethical use of information available in these and in more traditional tools.

As **program administrator**, the library media specialist works collaboratively with members of the learning community to define the policies of the library media program and to guide and direct all activities related to it. Confident of the importance of the effective use of information and information technology to students' personal and economic success in their future lives, the library media specialist is an advocate for the library media program and provides the knowledge, vision, and leadership to steer it creatively and energetically in the 21st century. Proficient in the management of staff, budgets, equipment and facilities, the library media specialist plans, executes, and evaluates the program to ensure its quality both at a general level and on a day-to-day basis.

# LIBRARY GUIDELINES

## SCHOOL LIBRARY SERVICE MODELS

This graphic represents a library continuum for lifelong learning. The images along the top section of the graphic depict formal education including preschool and college. The blocks along the road to lifelong learning reinforce the instructional portion of Ohio's school library guidelines. The commentary below the road identifies possible partnerships that may be developed during particular stages of the educational process. The purpose of the graphic is to highlight the school library's role in education and to encourage partnerships among school libraries and other libraries and information providers.



# LIBRARY GUIDELINES

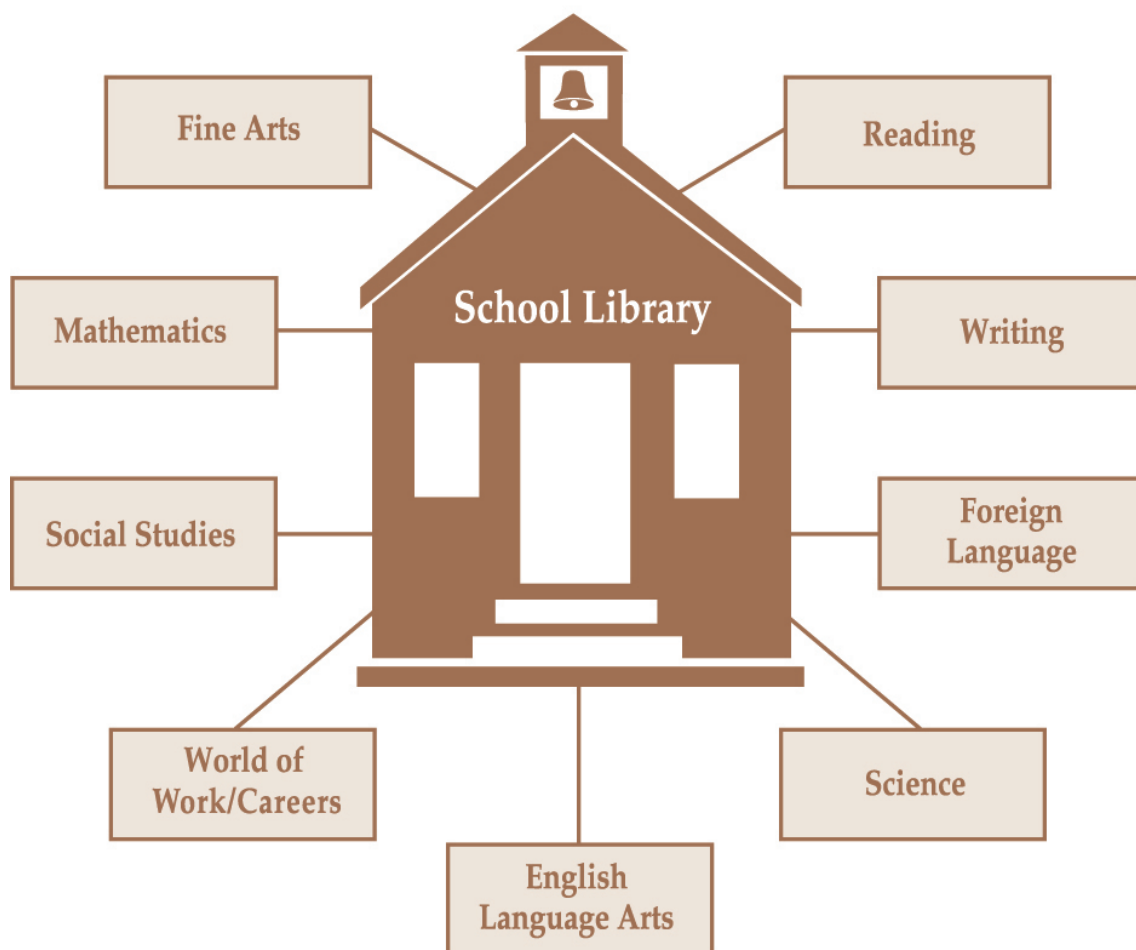
## *School Library Service Model:*

The school library-service model is based on the educational mission and goals of the particular school building. The collection also is based on the school goals and curriculum. One size does not fit all. Core collections and services should represent the entire curriculum; however, each school has specific student achievement goals. These individual goals may mean that schools in the same district have different improvement goals; therefore, the focus of their school library programs may be different as well.

Example: middle school "A" may have a focus on improving reading achievement and middle school "B" may focus on improving mathematics achievement. A school library media program that impacts student achievement will be part of the continuous improvement plan and instructional strategies of the school. The school library program will be built around the needs of the school and students served by the facility. In this example, the services and collections of school library "A" should have an increased focus on reading; whereas, school library "B" should have an increased focus on mathematics.

A school library program in which the services and collections are aligned to the local curriculum and support the achievement goals of the school is more likely to be viewed as an integral component of the success of the school. This graphic represents a standards-based education (SBE) school library service model.

## School Library Service Model



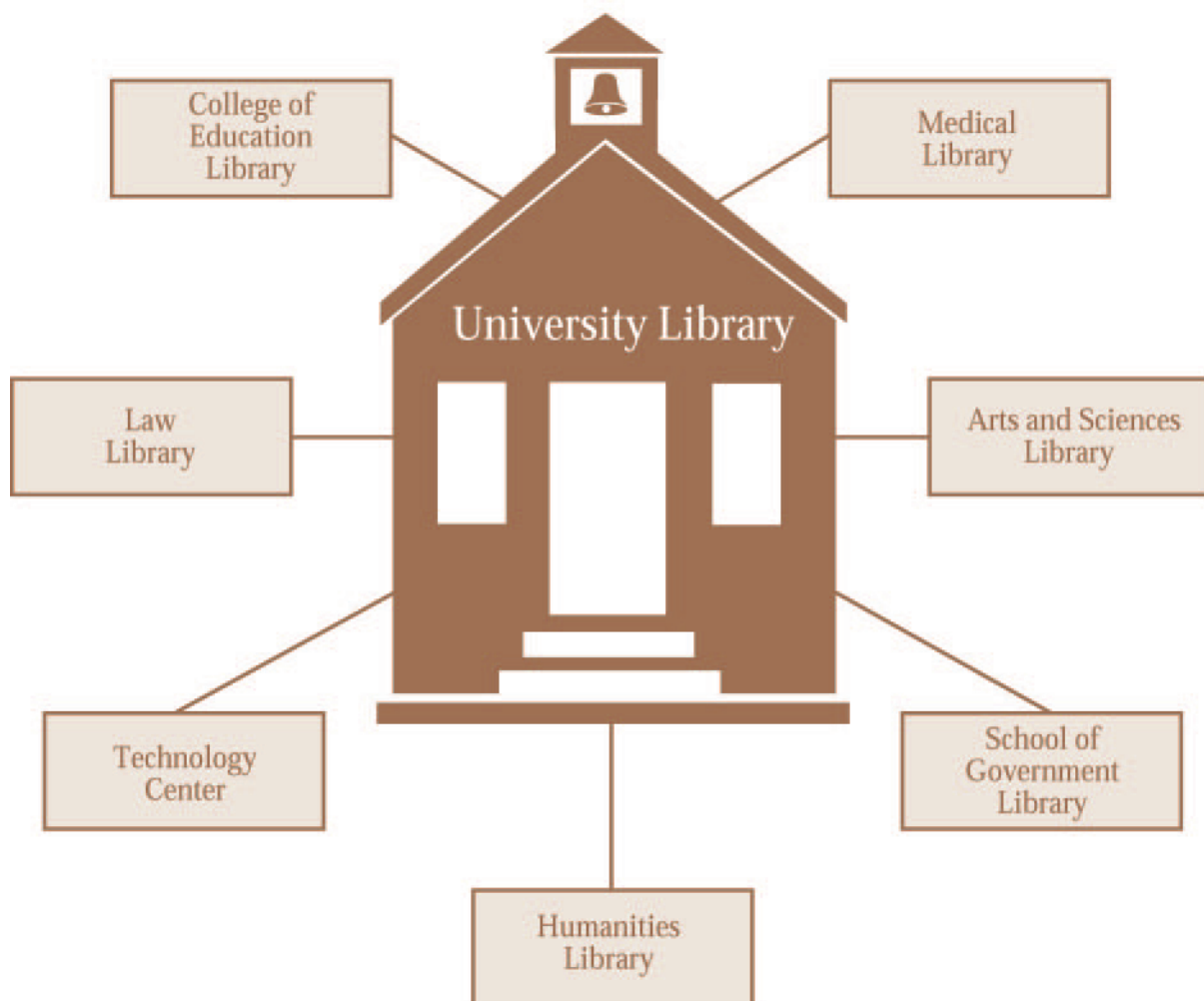


# LIBRARY GUIDELINES

In this model, the school library is a type of "special library" for education. It is quite similar to the next graphic, which depicts the university library service model. As school library services and collections should be designed to support academic content standards, local curriculum and specific school goals; the academic library supports educational offerings and research pursuits of the university.

The role of teacher-librarian is illustrated by a school library media specialist who serves as an instructional partner in the learning process in standards-based education. SBE is the perfect opportunity for school librarians to shift from being resource-based providers of information and managers of information spaces to teacher-partners who collaborate in the instructional process and create school libraries that are dynamic agents of learning.

## University School Library Service Model





# LIBRARY GUIDELINES

## STATE LIBRARY OF OHIO

winslo.state.oh.us

### *State Library of Ohio*

The State Library's vision is to lead in developing and providing excellent information services in Ohio. Its mission is to:

- Provide access to information for Ohio's state government;
- Lead and partner in the development of library services throughout Ohio;
- Enable resource sharing among libraries and library networks;
- Provide specialized services to Ohio citizens.

Since 1895, the State Library of Ohio has provided public access to its specialized collections of research books, periodicals and journals.

- The State Library assists local libraries with back-up reference services, serves as the state government's library assisting with reference and research, and fills requests for materials through the interlibrary loan network.
- The Library's genealogy collection focuses on materials for Ohio, the colonial states and those states east of and directly south of Ohio. Sources include vital records, county histories, census data, etc.
- Its Government Information Department is Ohio's only federal Regional Depository Library, ensuring that Ohio citizens have permanent access to state and federal documents.
- It administers and provides Talking Books (and equipment) for the central Ohio area in cooperation with services in Cleveland and Cincinnati, and
- SLO assists libraries with technical services such as processing and cataloging.
- In its grant-writing role, SLO partnered with INFOhio and OPLIN to create the state's MORE resource-sharing program.

*\* Information in this section was adapted from the State Library Web site*



# LIBRARY GUIDELINES

## VIRTUAL LIBRARIES

This section includes a selected list of online library resources and collections.

### **GEM: Gateway to Educational Materials**

The U.S. Department of Education's Gateway to Educational Materials provides educators with quick and easy access to educational resources found on various federal, state, university, nonprofit, and commercial Internet sites.

[www.thegateway.org](http://www.thegateway.org)

### **First Ladies' Library**

[www.firstladies.org](http://www.firstladies.org)

### **INFOhio**

Information Network for Ohio Schools

[www.infohio.org](http://www.infohio.org)

### **Internet Public Library**

A collection of sites divided into the following categories: Reference, Reading Room (books, magazines), Searching Tools, Subject Collections, Special Collections and Youth Resources (KidSpace and TeenSpace).

[www.ipl.org](http://www.ipl.org)

### **Library of Congress**

[www.loc.gov](http://www.loc.gov)

- American Memory

[memory.loc.gov](http://memory.loc.gov)

- Online Catalog

[catalog.loc.gov](http://catalog.loc.gov)

- Thomas Legislative Information

[thomas.loc.gov](http://thomas.loc.gov)

### **The Librarians' Index to the Internet**

Provides links to sites organized into the following categories: Arts, Crafts, and Humanities; Business, Finance, and Jobs; Education and Libraries; Government and Law; Health and Medicine; Home and Housing; Internet Guides, Search Tools, and Web Design; News, Magazines, and Media; People; Quick Facts and Ready Reference; Computers, Science and Technology; Social Issues and Society; Sports, Recreation, and Entertainment.

[www.lii.org](http://www.lii.org)

### **National Archives and Records Administration**

[www.archives.gov](http://www.archives.gov)

### **Ohio Public Library Directory**

[winslo.state.oh.us/publib/libtable.html](http://winslo.state.oh.us/publib/libtable.html)

# LIBRARY GUIDELINES

## Ohioana Library Association

"The Ohioana Library Association is dedicated to encouraging and recognizing the creative accomplishments of Ohioans, maintaining and preserving a permanent collection of books and music by Ohioans and about Ohio and disseminating information about the work of Ohio writers, musicians and other artists."

[www.oplin.lib.oh.us/index.cfm?id=773](http://www.oplin.lib.oh.us/index.cfm?id=773)

## OhioLINK

The Ohio Library and Information Network for Ohio's college and university libraries. OhioLINK offers a central catalog, research databases, a multipublisher electronic journal center, a digital media center, a growing collection of e-books, and an electronic theses and dissertations center.

[www.ohiolink.edu](http://www.ohiolink.edu)

## OPLIN: Ohio Public Library Information Network

OPLIN provides the residents of the State of Ohio fast, free Internet access through the state telecommunications network, as well as the use of high-quality research databases not freely available on the World Wide Web, through their local public libraries.

[www.oplin.lib.oh.us](http://www.oplin.lib.oh.us)

## Presidential Libraries

[www.archives.gov/presidential\\_libraries/addresses/addresses.html](http://www.archives.gov/presidential_libraries/addresses/addresses.html)

- Clinton Presidential Center

[www.clintonpresidentialcenter.com](http://www.clintonpresidentialcenter.com)

- George Bush Library

[bushlibrary.tamu.edu](http://bushlibrary.tamu.edu)

- Ronald Reagan Library

[www.reagan.utexas.edu](http://www.reagan.utexas.edu)

- Jimmy Carter Library

[www.jimmycarterlibrary.org](http://www.jimmycarterlibrary.org)

- Gerald R. Ford Library and Museum

[www.ford.utexas.edu](http://www.ford.utexas.edu)

- Nixon Presidential Materials Staff

[www.archives.gov/nixon](http://www.archives.gov/nixon)

- Lyndon B. Johnson Library

[www.lbjlib.utexas.edu](http://www.lbjlib.utexas.edu)

- John F. Kennedy Library

[www.jfklibrary.org](http://www.jfklibrary.org)

- Dwight D. Eisenhower Library

[eisenhower.archives.gov](http://eisenhower.archives.gov)

- Harry S. Truman Library

[www.trumanlibrary.org](http://www.trumanlibrary.org)

- Franklin D. Roosevelt Library

[www.fdrlibrary.marist.edu](http://www.fdrlibrary.marist.edu)

- Herbert Hoover Library

[hoover.archives.gov](http://hoover.archives.gov)

# LIBRARY GUIDELINES

## **School Libraries on the Web**

School Libraries on the Web is a list of school library Web sites. It is organized by country and state.

[www.sldirectory.com](http://www.sldirectory.com)

## **Smithsonian Institution Libraries**

[www.sil.si.edu](http://www.sil.si.edu)

## **WHITE HOUSE CONFERENCE ON SCHOOL LIBRARIES**

The White House Conference on School Libraries was held on June 4, 2002, at the Whitehouse, hosted by librarian and first lady, Laura Bush. The conference was convened to discuss school library research and how successful school library programs impact student achievement. The proceedings are available online at the Institute of Museum and Library Services Web site

[www.ims.gov/pubs/whitehouse0602/whitehouse.htm](http://www.ims.gov/pubs/whitehouse0602/whitehouse.htm)

# LIBRARY GUIDELINES

K-12 Library

## Glossary



# LIBRARY GUIDELINES

## A

<b>Acceptable Use Policy (AUP)</b>	A policy prepared by a school district or educational agency that identifies the rules governing appropriate use of district technology resources and the Internet. The AUP specifies expectations for student behavior and outlines consequences to be applied to the student in response to inappropriate use of district technology resources and the Internet. Parents and/or guardians are required to sign the AUP to verify that they give permission for their child to use the district technology resources and the Internet and that they understand the expectations and consequences. It is recommended that the AUP is given to students and parents as part of the beginning of the school year activities, along with medical forms and other parent information. It is also recommended that a new form is issued and signed every year.
<b>Assistive technology</b>	Technological products that allow those with physical and other handicaps access to instructional and other learning materials. Examples are large screen/touch screen monitors, audio-enhanced computers, Braille keyboards, voice-activated computers, etc.
<b>Authentic learning</b>	The learning that takes place when activities and assignments have as their base real-life problems and issues that deal with real events.

## B

<b>Bibliographic citation</b>	The citing of a specific source used in the completion of an assignment.
<b>Bibliographic format</b>	The format used to cite sources, print and nonprint, that have been used in the creation of projects, reports, and other academic assignments and which identify the sources of information used.
<b>Bibliographic record</b>	The record in an OPAC (Online Public Access Catalog) that holds the information for a given item in the library media center collection. The standard is the MARC (machine readable cataloging) format developed by the Library of Congress.
<b>Boolean searching</b>	Searching that allows a researcher to combine keywords and phrases. The words AND, OR, NOT and BUT NOT are known as Boolean operators and can be used to join the descriptors, and words can be truncated to allow for variant forms of a word. In this manner, a researcher can limit or expand results based on potential usefulness. The name comes from George Boole, a 19th-century English mathematician and logician. Example Boolean operators: John AND Glenn AND Astronaut NOT Senator. Example truncation: educat*

## C

<b>Classification System</b>	A system that identifies the subject matter and location of materials. The two primary systems used in the United States are the Dewey Decimal Classification System and the Library of Congress System.
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# LIBRARY GUIDELINES

<b>Classified Staff</b>	Educational aides, paraprofessional and/or clerical staff members. (See credentialed staff).
<b>Collection Development Plan</b>	The systematic approach to identifying the library material needs of the school or district. A collection development plan generally begins with a needs assessment that may include an inventory of available library materials, an alignment of available materials to academic standards and teacher input on curricular needs. The collection development plan generally includes strategies for selecting, evaluating, purchasing and processing materials.
<b>Continuous Improvement Plan (CIP)</b>	A plan based on improvement needs of local school districts and individual school buildings consisting of goals, action steps and evaluation measures that ensure advancement in identified areas.
<b>Copyright</b>	A legal right to publish a work for a specific number of years.
<b>Credentialed staff</b>	Professional staff members that hold state licensure or a permanent certificate in a particular discipline or administrative area. (See classified staff).
<b>E</b>	
<b>Ethical use</b>	Legal and ethical use of resources with respect to copyright, intellectual property and responsible citizenship. Expectations for ethical use of library and technology materials should be identified within the district acceptable use policy.
<b>F</b>	
<b>Format</b>	The nature of a particular library media center resource, e.g. print (books, magazines), nonprint (audio and video recordings) and electronic (CD-ROM, Internet-based and other digital media).
<b>I</b>	
<b>Individual Professional Development Plan (IPDP)</b>	A plan designed by teachers to continue their professional education that is based on specific goals that support individual and school district identified needs.
<b>Intellectual freedom</b>	The freedom of inquiry and expression established in the First Amendment of the U.S. Constitution.
<b>Intellectual property</b>	Copyright law that protects the works of copyright owners, authors, publishers, etc. from use without permission.
<b>Internet</b>	A worldwide network of computers linked electronically to provide access to information at remote sites such as academic institutions, governments, organizations, businesses, research institutes and individuals worldwide.
<b>Inventory</b>	A process by which a library checks its holdings against what is on the shelves or in circulation.

# LIBRARY GUIDELINES

## L

<b>Library media center</b>	The term used to define a school's library. Its holdings provide centralized access to materials of all types: print, nonprint and electronic. Schools can have different names for this facility: library, library resource center, learning center, etc. The intent of the facility—to meet the information needs of students, the curriculum, and the stakeholders—does not change.
<b>Life-long learning</b>	The concept that information-literate persons are able to pursue learning on their own throughout their lives.

## M

<b>Media literacy</b>	The ability to access, interpret, evaluate and communicate information delivered in a variety of media formats, print and nonprint, that use image, language, and sound to convey information.
<b>Multimedia</b>	Those materials and resources that combine print, audio, and video elements.

## N

<b>Network</b>	A system of computers, wiring and communication technology that provides the conditions for communication and information access and transfer to occur.
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## O

<b>OPAC</b>	Online public access catalog that provides access to a library media center's collection. It serves as an electronic version of the card catalog and may be distributed through networks or the Internet.
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## P

<b>Pathfinders</b>	Bibliographies and other such documents that serve as guidelines to research. They generally focus on a single topic and bring together a variety of resources in multiple formats that relate to that topic.
<b>Plagiarism</b>	Using the work of another and presenting it as one's own. Plagiarism is a form of intellectual dishonesty.
<b>Primary sources</b>	Those items based on first-hand knowledge that are generated directly at the time of an event; e.g., letters, diaries, literary works, governmental documents, judicial opinions, original musical scores, paintings, etc. (See Secondary sources.)

## R

<b>Reconsideration policy</b>	A formal policy describing the procedure to be used when the appropriateness or validity of an instructional or library resource in the school is challenged.
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# LIBRARY GUIDELINES

<b>Remote access</b>	The ability to access library materials from the classroom, home or other offsite locations via the Internet or networks.
<b>S</b>	
<b>Secondary sources</b>	Sources that have been evaluated, interpreted, criticized, or described by others. The user is a step away from the primary event/person. (See: Primary Sources)
<b>Stakeholder</b>	A term that collectively describes all those individuals who have a vested interest in a school, its curriculum and its operation.
<b>Subject headings</b>	The controlled vocabulary applied to materials within a library catalog, index or database that brings materials on similar topics together; e.g., Sears List of Subject Headings and Library of Congress Subject Headings.
<b>T</b>	
<b>Technology literacy</b>	The ability to use computers and other technology, in an appropriate and ethical manner, for information access, retrieval, production and dissemination locally and via electronic networks and the Internet.
<b>V</b>	
<b>Virtual library</b>	A library that extends beyond the confines of a specific bricks and mortar facility to other libraries and other collections of information resources via electronic networks and/or the Internet.
<b>W</b>	
<b>World Wide Web (WWW; the Web)</b>	An international system of Internet servers that allows documents formatted in hypertext markup language (HTML) to be transferred via the Internet by a process called HTTP (hypertext transfer protocol). The protocol also allows random access to other sites by hyperlinks embedded in the document files.